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Today's Education

The Journal of the National Education Association

Higher Education Edition

The Annual of the National Education Association
1982-83
Volume 71, Number 3
Higher Education Edition

Today's Education

New school years often bring changes, and as the 1982-83 school year begins, I'm proud to announce some important—and I believe exciting—changes in our NEA membership publications.

The first of those changes is in your hands right now: a special annual edition of our NEA magazine, *Today's Education*.

Inside this annual are articles and resource information that we think you'll find useful all year long. You'll find challenging ideas and basic reference data about education—and about our Association—that you'll want to refer back to time and time again over the months ahead.

We've divided this annual *Today's Education* into sections to make it easier for you to use and reuse. Several sections raise issues and concerns that are sure to shape the education debate in the year—and years—to come. Still other sections underscore the goals that you, as NEA members, have set for our Association. You'll meet some of your colleagues on these pages and find out what they think about key issues.

It all adds up to a practical and informative sourcebook that can help you meet the challenges of the new school year.

But the annual, which replaces the quarterly *Today's Education* issues of years past, is only one part of the new Association publication package that we've been preparing for you. Next month, you'll be receiving the first issue of our new Association newspaper, *NEA Today*.

NEA Today will carry many popular columns that *Today's Education* has traditionally featured in the past, plus much, much more. Appearing about monthly through the school year, *NEA Today* will be as timely as the annual is comprehensive.

It's my hope that our new Association publications will serve you well as the coming year unfolds.

On behalf of the entire NEA family, let me wish you a rewarding and satisfying new school year.

—Willard McGuire
NEA President

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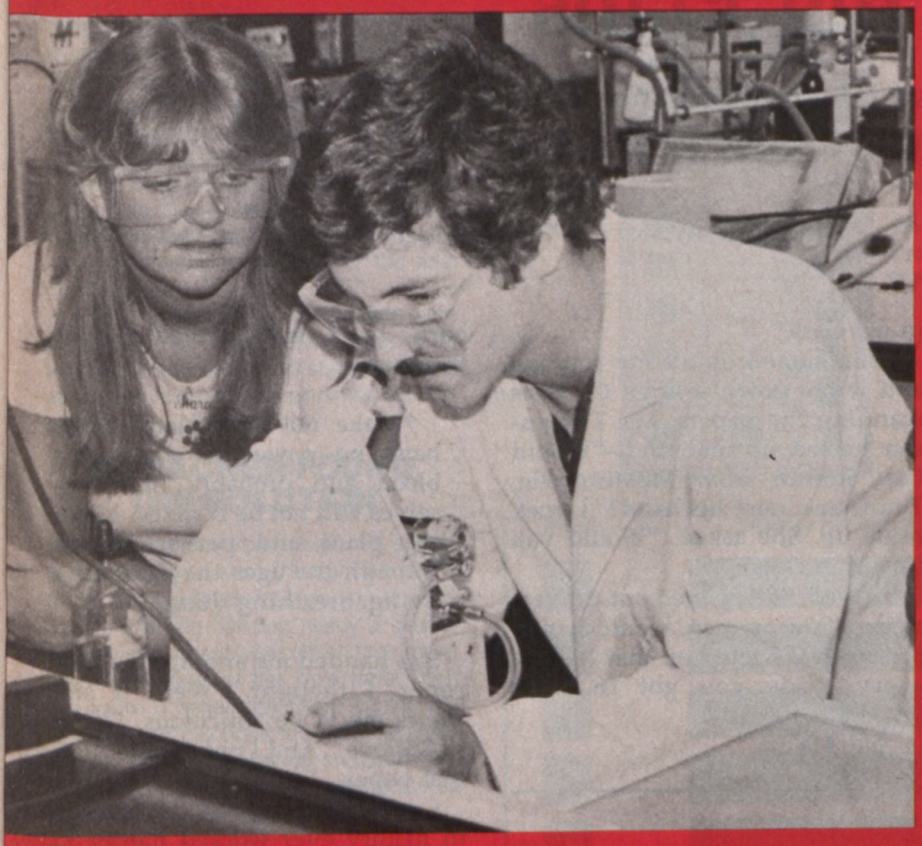

4 Big Plans

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9 The Promise of New Classes

Big Plans

How a teacher's high standards helped one country boy learn to draw—and to live

CARL ROWAN

In this time of trouble for our nation, I hope that teachers will spare an extra measure of compassion for those youngsters who are most deeply in need of education.

What kind of youngsters am I talking about? I'm talking about the kind of youngster I was that fall day in 1942 when I left my little hometown, McMinnville, Tennessee, and went down to Tennessee State College in Nashville. A youngster from a poor family in which nobody ever before had gone to college. A youngster who walked down to that campus a little awed by the city slickers from big Pearl High School in Nashville, because he'd come from a tiny school—a school so small that if two people were in the library, one had to step outside so the other could turn a page.

When I got down to Tennessee State, the first thing I discovered was that I'd been assigned to an art class. Art? They never heard of art in Bernard High School. I could scarcely draw a box, let alone an apple.

My fears about succeeding in the class multiplied when the teacher, Ms. Frances Thompson, said on the first day, "I want each of you to write down on a piece of paper the grade you expect to get in my class."

I summoned up all my courage and wrote down a huge *C*. After scanning the papers, Ms. Thompson looked up and said, "Would Carl Rowan from McMinnville, Tennessee, raise his hand?" I stuck mine up. She asked, "Would you stay after class?"

I stayed. She opened our conversation: "Young man, would it surprise you if I told you that I know every grade you got in high school?"

"No, Ma'am."

> Art? I could scarcely draw a box, let alone an apple.

"Would it surprise you if I said you never got a *C* in your life?"

"No, Ma'am."

"Then why in the devil are you expecting to get a *C* in my class?"

I just sat there looking at her. She said, "I want to read you something." She opened her desk drawer, pulled out a little piece of paper, and read me some words written in about the year that I was born, by a man named Daniel Burnham:

> "Make no little plans. They have no power to stir men's blood and probably in themselves will not be realized. Make big plans and perhaps down through the ages they can be a living, breathing thing."

She handed me another piece of paper. I thought, "Well, if she wants me to be ridiculous, I'll be ridiculous." And I put a huge *A* on that paper.

I guarantee you that no teacher in history ever worked harder to earn her pupil an *A* than did Ms. Frances Thompson.

That woman made a tremendous difference by instilling in a green country kid a little bit of the confidence, the belief, the hope that are still essential for all our youngsters. Those youngsters trudging into our schools each day are our future—and that includes the hungry ones, who live in poverty and squalor. We've got to believe in them.

Mr. Rowan is a syndicated columnist and TV commentator. This article is adapted from one that originally appeared in Today's Education, *September-October 1975.*

TOP SCORER

Grade averaging calculator earns high marks from educators for speed, convenience, accuracy.

Averaging letter grades is one of the most tedious and least rewarding parts of teaching. Each year, you spend hundreds of hours translating letters into numbers, figuring out how to weight grades, and going through a division process to come up with yet another number to be converted back into a letter grade. Even if you're using a numerical point system for daily grading, you still probably have to convert to a letter for the final course grade.

This drudgery, busy work takes time away from the more creative aspects of teaching — time away from students — time away from yourself and your family. But how can you make things better?

A TEACHER FOUND THE SOLUTION

Working in a suburban California school, Susan McGuire went through the same grade averaging traumas as you do. Sue figured that she handled nearly a quarter million grades each year, which took ***more than forty days of her own time.*** Then she found a better way. Sue invented the GradeMaker™ calculator to handle the entire process quickly, automatically, and accurately. In fact, her GradeMaker even weights scores and comes up with class averages!

SAVES YOU HOURS!

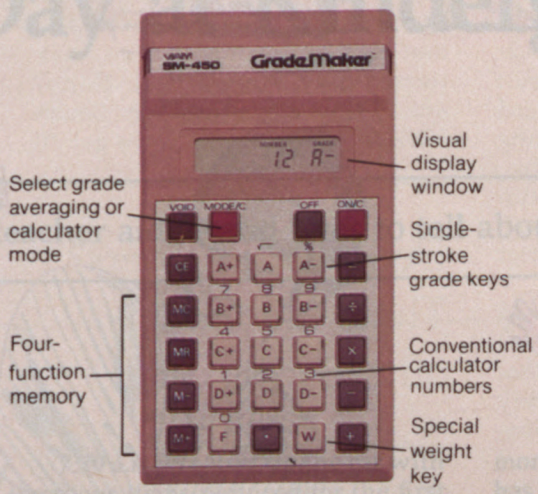
"Teachers have to see GradeMaker in action to believe how fast it is," Sue says. "All you have to do is punch in the letters, without even a plus in between. As you go along, the display shows how many grades you've already entered, so you don't have to start all over if you're interrupted. When you've entered all the student's grades, just press the equals key, and the letter grade average appears. It's that easy!"

GradeMaker reduces your grade averaging time from hours to minutes. In fact, it can cut the time spent with ordinary calculators by two-thirds. Let's take a closer look at GradeMaker to see how it operates. Also, try these examples on a conventional calculator, and you'll be convinced that you can save yourself lots of time.

GRADEMAKER IN ACTION

Here's how easily you can average five letter grades. Get GradeMaker going by pressing the "ON" key, then press "MODE" until the display shows the words "NUMBER" and "GRADE."

Now press just one key to enter each of the five grades — A, A−, B+, D−, and C.



Press	Display Shows
A	NUMBER 1 GRADE A
A-	NUMBER 2 GRADE A-
B+	NUMBER 3 GRADE b+
D-	NUMBER 4 GRADE d-
C	NUMBER 5 GRADE C
=	NUMBER 5 GRADE b-

In less time than it takes to read about it, you have the answer — an average grade of B− with ***just 6 key strokes.*** On a conventional calculator (scale from 13 for an A+ to 1 for an F), you'd have to press ***15 keys*** then convert back to a letter; with number grades based on 100-point assignments — ***20 keys*** and a conversion.

Let's explore another GradeMaker exclusive — the special "WEIGHT" key that lets you weight major tests, projects or term papers from 1-99 times the value of other individual grades — all without creating elaborate formulas.

Grades:	A	C	B−	B+	A−	B
Weight:	1	1	4	1	1	12

(1's are for homework, 4 for mid-term, and 12 for the final.)

Press	Display Shows
A	NUMBER 1 GRADE A
C	NUMBER 2 GRADE C
B-	NUMBER 3 GRADE b-
X ("WEIGHT" will appear in display)	NUMBER 3 GRADE b-
4 (Weight value)	NUMBER 4 GRADE 3 b-
W	NUMBER 4 GRADE 3 b-
B+	NUMBER 4 GRADE b+
A-	NUMBER 5 GRADE A-
B	NUMBER 6 GRADE b
X	NUMBER 6 GRADE b
1,2	NUMBER 12 GRADE b
W	NUMBER 12 GRADE b
= (For weighted average answer)	NUMBER GRADE b

GRADEMAKER DOES MORE

GradeMaker also has a four function memory so you can quickly compute class averages for as many as 99 students per class. And it doubles as a conventional calculator with square root, percentage, reciprocal, and automatic constant functions.

GradeMaker comes with an easy-to-follow, 28-page instruction manual, convenient storage pouch — and even the batteries are included. (An automatic shutoff feature keeps your battery costs to a minimum.)

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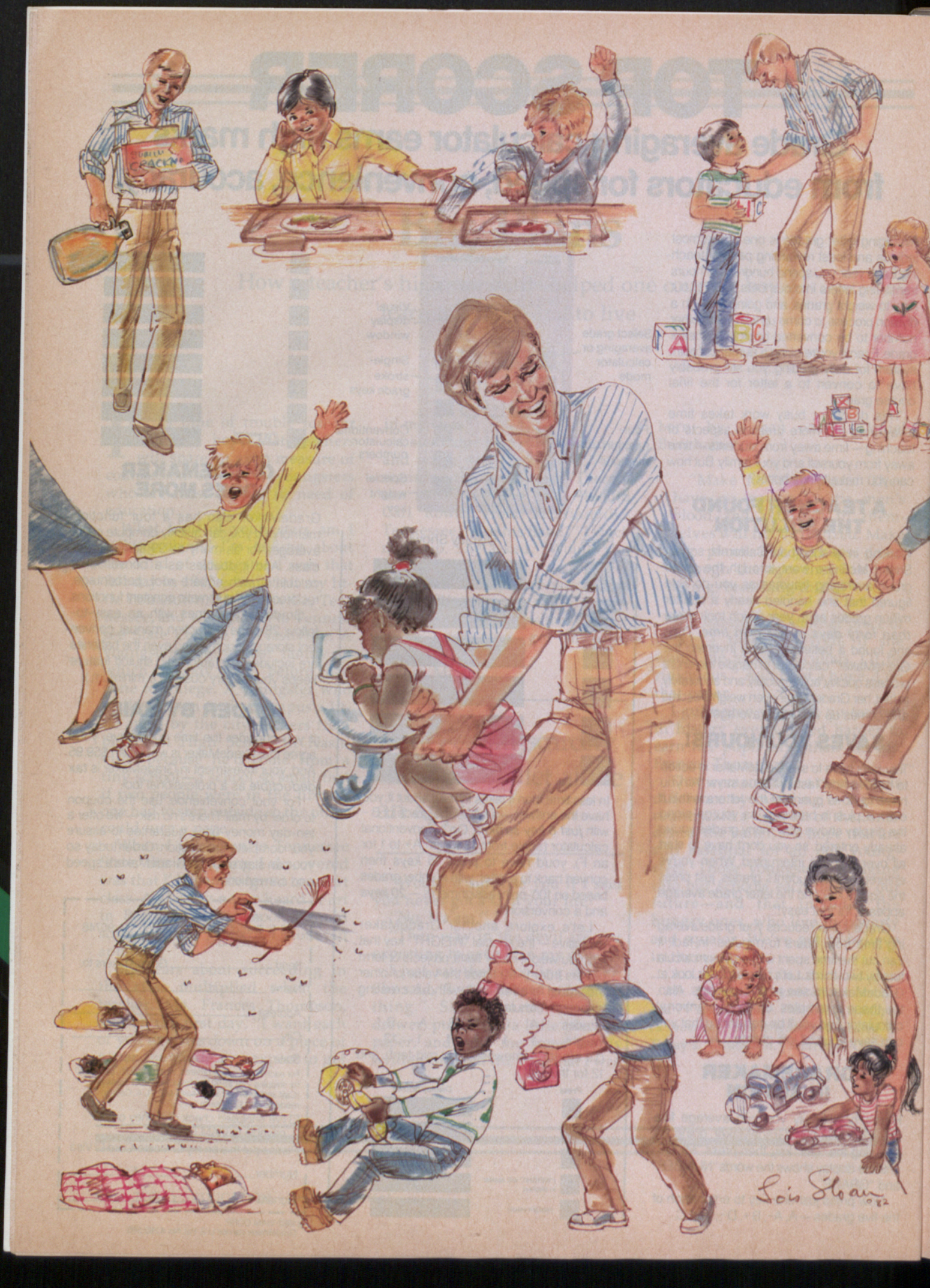

CRACKERS
A
B
C
Lois Shaw '82

Opening Day at Kindergarten

R. DOUGLAS BRACKENRIDGE

The professor signs on as teacher aide—and lives to tell about it.

Initially, it seemed like a good idea. My wife, Lois, a kindergarten teacher, had no assistant for the opening day of class. With 30 children already preregistered, there was no question but that she would need help. It would be team teaching at its best—a wife-husband combination. Besides, it would be a good experience for me, a university professor, to break loose from an ivy-covered campus and see firsthand the problems and potentialities of elementary school teaching.

Moreover, I was in good physical condition, not under any medication, and genuinely fond of little children. It would be a lark. I looked forward to teaching without lecture notes and without interruptions from confused freshpersons who couldn't find the right room or keep the right time.

My diary of the first day is a memento of shattered expectations. Most will read it and laugh, but all should wonder, as I do, What financial, professional, or egotistical factors could possibly motivate people to dedicate themselves to such a difficult task?

Note: My diary does not in any way exaggerate. What happened did happen, all in a single day. Only the names of the innocents have been changed to avoid complications.

7:30 a.m. We load up the car with various items required for the first day. Fruit juice, crackers, and Kleenex seem to have priority—I wonder why.

7:45 a.m. We arrive at school and unload. Class doesn't start until 8:15, but already a swarm of mothers and children is standing on the doorstep. We persuade them that we can't talk just yet.

8:05 a.m. Teachers gather in the hall for a cup of coffee. The closest parallel in my experience is the locker room just before a football game. Excitement and tension charge the air.

The bell rings. Out onto the field to victory!

8:15 a.m. Thirty preschoolers and an equal number of parents or older brothers or sisters descend on our small portable building. The experienced members of the group have questions about forms, lunches, time schedules, etc. "Norman doesn't like beets," repeats one tight-lipped mother. She is not content until we note that fact in writing.

8:30 a.m. Suddenly we are alone with the children. For me, it is like a scene from *Gulliver's Travels*. I am so big, and they are so small. They are all speaking or crying at once—I don't know where to turn.

8:40 a.m. We collect the lunch money—or try to. Most everyone has coins clenched in a tight fist. Susie and Mark take five minutes tearfully explaining why they don't have any money (they get their lunch anyway). Robert has dropped a $5 bill on the floor three times. Why does he have $5? I never do find out, but I take it from him temporarily for safekeeping.

8:50 a.m. Above the sound of toppling chairs and muffled sobs, we encourage the children to use the crayons and paper already on their desks. Mark finishes in 10 seconds, while poor Debbie has managed only a few strokes by the end of the exercise. How do you ever coordinate anything in kindergarten?

8:52 a.m. (I remember the exact moment.) Lenard arrives, clutching his mother's skirt and screaming at the top of his lungs. When she pries herself loose and leaves, Lenard increases the intensity of his cries by at least 10 decibels, then holds steady. Steve cries in sympathy for Lenard. We quickly put on a "happy song" record to forestall a general crescendo of tears. Fortunately, Steve calms down. Lenard however, maintains the standard he has set: No "happy song" can unruffle him.

9:00 a.m. We explain what play centers are. My wife does a great job, moving around and showing

the children how to play in each center. While she is doing this, Kevin falls out of his chair. I check him for bruises—negative—but while I am occupied, Mary and Roberto start to eat the lunches they brought.

Now everyone is hungry, so we quickly change plans and begin to pour fruit juice and pass out crackers. Mary helps to spread peanut butter, but uses the handle instead of the blade. Paul, who is passing out crackers, eats one for every two he dispenses. I replace Paul with Marcie, who is very thin and obviously does not like peanut butter and crackers.

9:15 a.m. Everyone is enjoying the snack, though Lenard is still crying. Mark wants to know what time it is. He has asked that every 10 minutes since we began. Time really is moving very slowly. I don't know why.

9:30 a.m. We move to the play centers. Confusion reigns. The Housekeeping area is OK, but immediately we have trouble in Wooden Blocks. Sam has all the large blocks and isn't about to share. Jackie is in tears because she can't build her house without at least one large block. We manage to get several large blocks from Sam, and he kicks the remaining ones all over the room.

The water pressure in the drinking fountain suddenly goes down, and I have to hold the children up to get them a drink. While I am doing this, Toby hits John with the toy telephone. It seems that John won't speak because he can't hear anybody at the other end. Toby resents John's lack of imagination.

10:45 a.m. We clean the children up for lunch, pass out lunch tickets, and line the class up for the march to the cafeteria.

11:00 a.m. What follows can only be described by analogy: a cross between the Battle of the Bulge and the Mutiny on the Bounty. That we get everyone first into line and eventually settled with a tray at a table is nothing short of miraculous.

Nora puts a hole in the wrong end of her milk carton. Lenard cries even louder when John spills milk on him.

11:15 a.m. We hurry to the teachers room for a 15-minute break. Everyone in the room seems so large—the chairs, so big.

Again it is like a locker room, this time at half-time. Teachers are gasping for breath and nursing bruises. Scorekeeping is an important item of business. "You have twenty-five? Well, I have thirty-one." "How many does Mrs. Smith have in first grade?" "If we get 10 more students, we may qualify for another teacher, but we don't have another room." We gulp down coffee and rush back to our brood.

Dedicated teachers? There aren't any other kind!

11:30 a.m. I am supposed to take the boys to the restroom. I line them up and count 14. I count again. I now have only 13. Lenard is back at the table crying.

None of the boys is familiar with the school, so I have a job keeping them in line. When we get to the boys' room, four refuse to enter. Respecting their rights, I line them up outside and hurry in to take care of the rest of my flock.

They have scattered. Alvin and Paul are washing their hands in the urinal. Never having seen anything like it before, they are doing what seems logical. I begin the process of buttoning and zipping, while continually checking on my objectors' group outside. It is then that I discover that Robert is wearing two pairs of pants. No wonder he is taking so long.

I reach the classroom with 13 boys. Lenard is back in the hall crying.

12:00 noon. Nap time! We get most of the children settled down on their towels on the floor. Then the wasps descend. (The classroom has neither air-conditioning nor screens.) It is a struggle, but with spray gun and swatter I finally bring them all spinning to the ground. I step on Roberto twice.

Just as I kill the last wasp, Mark asks the correct time. It is exactly 12:42.

1:00 p.m. Story time. We gather to hear the story of Red Riding Hood and the Three Bears—or is it Goldilocks and the Big Bad Wolf? Some don't like our version and offer corrections and additions. Others don't seem to have the foggiest notion of what is going on. Besides, it is difficult for anyone to hear with Lenard crying.

1:30 p.m. It is painting and play centers time again. Debbie refuses to play with "boys' toys," and my wife skillfully engages her and some others in a discussion about sexist stereotyping (of course, she doesn't call it that). They all finally conclude that anyone can play with any toy. Very interesting.

2:15 p.m. Time to get ready to go home. Somehow we can't find all the crayons, and five puzzle pieces are missing. (We find most of them in lunch boxes.) There are forms to be given out to parents with instructions and announcements. We have them ready when the bell rings. Then a frantic messenger informs us that some dates on the forms are wrong, but it is too late to change them. We will have to save that problem for tomorrow.

2:45 p.m. Dismissal bell. What a joyous sound! A happy reunion of parents and children. Lenard's mother does not come right away, so he cries even louder. At three o'clock, big brother comes to claim Lenard. For the first time all day Lenard stops crying. As he goes out the door he stops, turns, and says, "Goodbye, teacher."

It makes our day. We'll be back tomorrow (even I will be—for two more days), and somehow it will be OK. We will muddle through, and the children will begin to learn about themselves and their world. Dedicated teachers? There aren't any other kind!

At the end of this day, those college freshpersons look great. I can't wait for classes to begin!

Dr. Brackenridge is professor of religion, Trinity University, San Antonio, Texas.

The Promise of New Classes

Only the Names Are the Same

SHEILAH VANCE

Don't believe the catalog. In style and substance, Charles Hurt has *not* taught the same courses nine times.

Charles Hurt teaches organic chemistry and chemistry for allied health professions at Ferris State College in Big Rapids, Michigan.

After nine years of teaching the same courses, how do you feel at the prospect of a new school year?

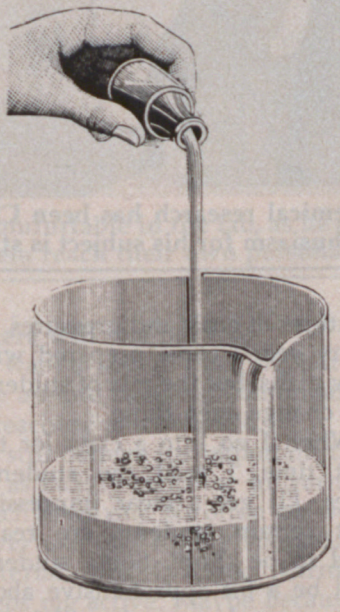
I feel good—as usual. There's been just one year when I didn't look forward to coming back. That was the year I taught two courses during the summer term—a lower-level course at the regular pace and an upper-level course at triple the regular pace.

The three-week break after the summer session didn't leave much time to prepare notes for the new school year, read, or relax. But then something strange happened. Somehow the day I walked back into the classroom that fall was as exciting as ever.

It just happened. I get quite a bit of energy from the classroom. In fact, to me, meeting a new class is like meeting a new girl. Sometimes you're on the right wavelength and things just take off.

Have you spent your whole career in teaching?

Up until nine years ago, I was doing research at the Goddard Space Flight Center in suburban Washington, D.C. Then the aerospace industry started winding down. I started looking for a place in academe. I put a "position wanted" ad in a professional journal, and very soon I got a call from Ferris State.



My first thought was, "Big Rapids? Where's that?"

You're not sorry you took the job?

No, I'm very pleased with it. I enjoy teaching students, and I enjoy trying to show them how chemistry fits into their future professions.

That sounds as though you try to suit your teaching to each student's needs.

Oh, yes. I believe you have to let the students know that you are really there to help each one, not just to come in, put material on the board, give out grades, and be done with it.

If you bring your teaching to a more personal level, the students respond a lot better to what you're trying to accomplish. Some students tell me they enjoy the course because I really try to get to know them. Personal contact and thor-

Faculty members give new plans a final touch, old practices a dab of polish. It's the start of a new school year, and new classes lie ahead like unfamiliar cities, their delights and disappointments waiting.

What's it like to start another academic year? It's different on every campus, with every class—yet much is common to all. To get two individual impressions (in which much will be familiar), NEA Communications staff writer Sheilah Vance talked this summer with two faculty members. Their conversations—about the coming return to class and about their teaching—appear above and on the following pages.

ough knowledge of the field: I think those are the most important parts of teaching.

The lab is where people really get to understand chemistry; after all, it's an experimental science. I'm most comfortable in the lab, and I try to make the students comfortable there, too.

Have you taught the same way right from the beginning?

Not exactly. At first—naturally, I guess—I was very concerned about just getting the material over to the students. I was the primary speaker in the classroom, and I wasn't getting feedback as I lectured. I saw a need to change.

More and more, my teaching style is to get feedback from the students as I go through the material step-by-step, instead of completing what I have set out to do and then asking whether there are any questions. I think this change has brought more learning for the students.

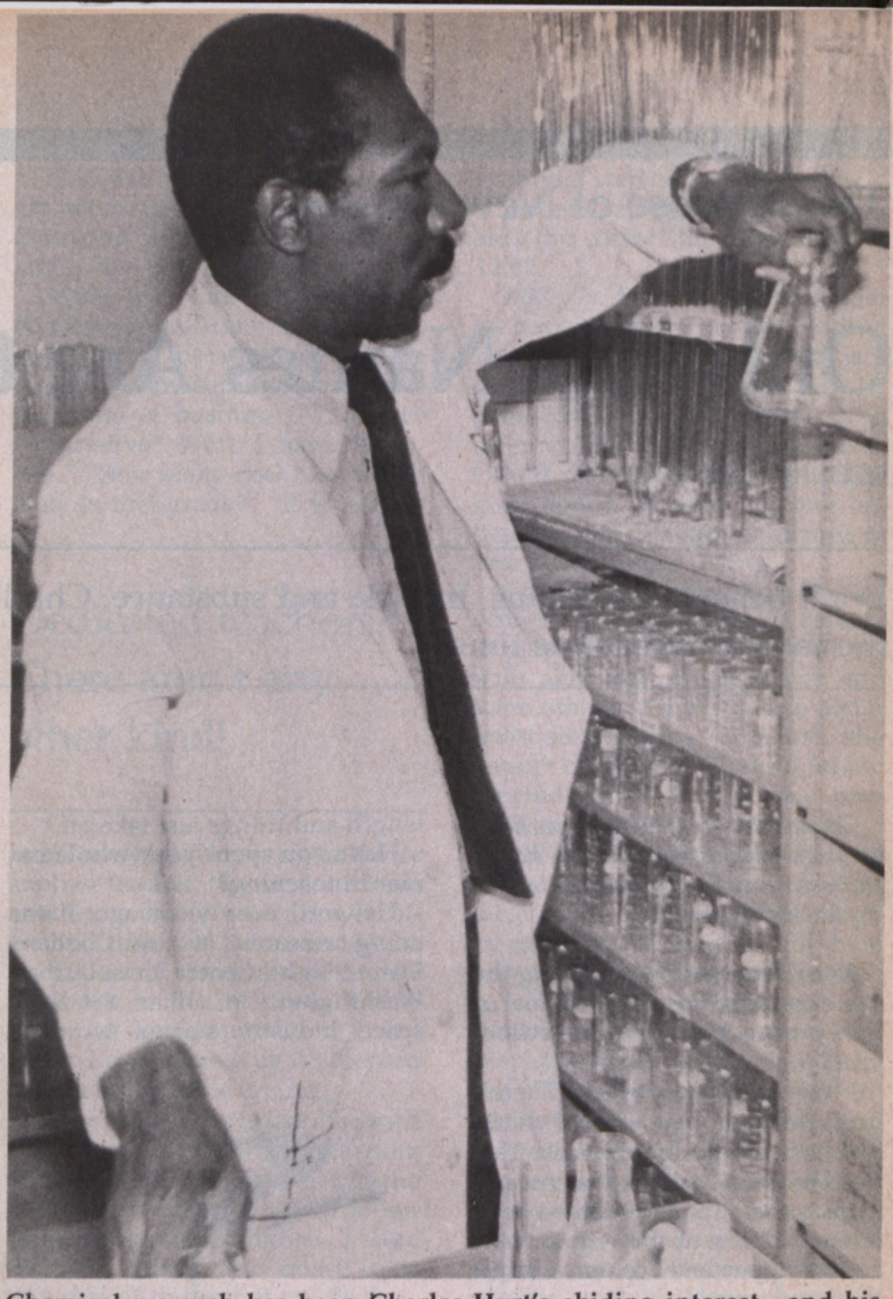
I also take a good look at how they answer on an exam, so I can tell what I've done or haven't done in the classroom. And right after an exam, I sometimes ask the students what was good and what was bad in the way I presented the material. They'll say, "If you had done this or that, I would have understood you better."

Last year, you were among the five finalists for your faculty association's two distinguished teacher awards. Has this had any effect on your teaching?

It's made me think more about improving my work in the classroom. To be honored that way made me want to work harder to live up to my colleagues' idea of a distinguished teacher. So I started looking around for ways to maintain the high standards that they credit me with having set.

One of my goals is to be a little more dynamic in the classroom. Sometimes a teacher can bring students closer to the subject just by being a bit lively.

To me, each year brings a fresh combination of things: new knowledge about chemistry, new ideas about teaching from colleagues, and classes that have new mixtures of goals and pressures. So every year I come prepared with new plans, but the mix of students can change even those.



Chemical research has been Charles Hurt's abiding interest—and his enthusiasm for his subject is strong enough to reach his students.

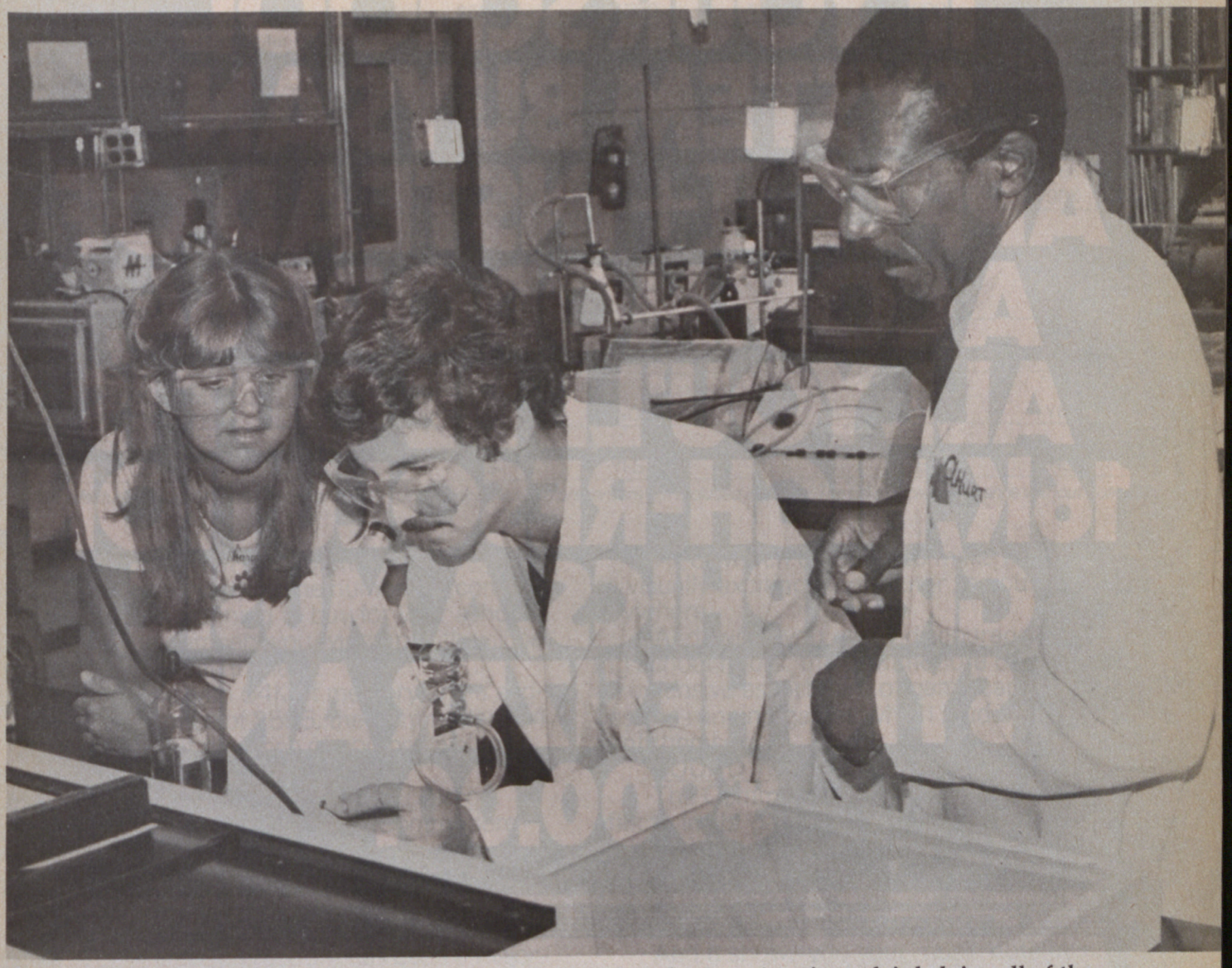
When I go into a class for the first time, I read the students' faces. I'll get a clear impression that certain students are really glad to be there. Some students will be a bit apprehensive about the course, because it will be either a stepping-stone or a closed door to a profession, depending on how well they do. Some will give me a blank stare that means, "I want to know something about you before I'll respond to you."

I look around the class very carefully and say, "Welcome to organic chemistry." Even that statement brings a pulse from the class, whether or not they are really glad to be there.

I try to relax them and let them know a little bit about me. Many students like to know whether this will be the first time I've taught the course, how long I've been teaching it, what I've done in chemistry.

Even though they've signed up for a given curriculum, they're still not certain it's the right one. My background might help them decide.

But face it: Many of the stu-



Hurt says he'd like his students to feel comfortable in the lab, as he does. A major task is helping all of them see how a chemistry course will help them reach their own personal or professional goals.

dents in any introductory course—like your health professions course—are there only because they have to be.

Sure they are. But I try to get those students as excited about chemistry as I am.

I first try to talk about the interdisciplinary relationships between their personal programs and chemistry. If I can make them understand the objectives of the course itself—what they will be learning and why—most of them see how the pieces fit together and forget their biases.

A decade ago, you were in research. Ten years from now, where will you be?

I want to stay in teaching, but I'd like a more balanced combination of teaching and research.

I still believe it's important that we as faculty continue to learn as much as we can. We often say we'll never use that highly specialized material, but I think learning keeps me active. Maybe because I come from a laboratory background, I think we have to be active in our field in order to be effective in the classroom.

What kind of research interests you most?

Biomolecular chemistry. That's biology on the level of the arrangement of atoms. Technology has just recently made study at this level possible, and it's related to gene chemistry and the study of nucleic acid, which makes it even more exciting.

This school year I'm taking a sabbatical. I'll be commuting to the Michigan Molecular Institute in Midland for study in that field. I'm eager to get started on that—as you can imagine.

But with all your interest in research, you aren't sorry you went into teaching?

Not a bit. I've found that I love teaching. I enjoy sharing the field that I love with students. □

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Music Synthesizer	YES	NO	NO	NO	NO
Hi-Fi Output	YES	NO	NO	NO	YES
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CIRCLE QUICK-ACTION CARD NO. 41

Building students' self-confidence is an important part of a teacher's work, contends Janet Correll.

Beyond A and D Minor

SHEILAH VANCE

The course description sounds like music, but a course with Janet Correll can include anything from baroque history to a New York weekend.

Janet Correll is the subject of Sheilah Vance's second summer interview. Correll teaches music at Cayuga County Community College in Auburn, New York. Her courses include music appreciation, theory, and history as well as piano, guitar, and voice. She also teaches chorus, stage band, and a course in the essentials of music for education majors.

You've already taught three years at Cayuga and—before that—14 years in elementary and secondary school. Is the start of a new school year pretty routine for you by this time?

I think the day a teacher walks into a classroom and takes it for granted that everything is under control, the day a teacher gets a little cocksure or a little bored or a little nonchalant about teaching, it's all over. I don't think there'll ever come a time that I don't have butterflies when I walk into a classroom the first time.

I'm already excited before the year starts, because I know I'll not only teach but also make a lot of friends. I know the students in my

classes will teach me, too.

I try to be kind to my students, and I try to relate to people in a humane way. I try first and foremost to show love and acceptance.

No matter what?

When a student has some kind of trouble, I don't feel I have to agree with that student's perspective or life-style. I can give emotional support without becoming a live-in counselor or taking on the student's burdens.

Are you just as accepting when it comes to your teaching field—or do you try to get all your students to move toward a musical profession?

I certainly don't. Teaching simply gives me the chance to help people find their identity and to encourage them to become all that they can become. Phyllis Curtin, the soprano, once said,

> "To work with love and to work with resolve and a sense of growing understanding is something that every musician, every artist, must do. When you come right down to it, that is the lesson of life, whether you turn out to be a carpenter, or a surgeon, or a virtuoso pianist. The only way to work is with love, with the resolve that it should serve something bigger than you."

I believe that.

And you do this through your teaching?

Exactly. I try to treat each student as a person who has something important to contribute in class. I try to instill that idea in students when they don't seem to have confidence in themselves.

Students need constant reassurance that they're progressing, particularly if they are in the first stages of mastering a subject—learning the piano keyboard, for example. If they feel that they're making progress, they become more excited about learning than if I subject them to excessively high standards or a lot of criticism. I try to establish standards just high enough to motivate all the students to come up to the mark.

For a beginning student who has learned to perform a piano piece well, that one small, early success can be the foundation for continued success. Once the students have had many positive learning experiences, they become self-motivated.

So when I notice somebody performing really well, I reward that. When somebody has a success at the piano keyboard, for instance, I call the other students around and say, "Look at what so-and-so has learned to do."

Do you take all the responsibility, then, for bringing students out and developing their abilities and potential?

Not at all. I think encouraging students to speak out and ask for help is also a crucial element of teaching.

Students need constant reassurance that they're progressing, particularly if they are in the first stages of mastering a subject—learning the keyboard, for example.

I tell my students that I'm not a mind reader. Early in the semester, I encourage them to alert me if they feel lost and to see me for extra help.

A lot of people starting basic music courses as well as piano are afraid that if they ask a question everybody else will think they're inept. I always tell them that everyone in this class is in the same boat. We do have some people with a little more experience, but I let them help the other students.

Some older people take the classes, too, and I'm very glad to have them. They usually add a lot to the class because of their maturity and depth.

What atmosphere do you try to develop in your classroom?

I know the influence of a teacher is a very powerful thing, and I try to use it responsibly. For one thing, I encourage students in the classroom to treat themselves, each other, and me with respect. Early in the year I try to establish the notion that we will accept positive ideas and will not pay any attention to negative ones.

On a very basic level, I try to make sure all the students in a class know each other. Otherwise they might not get acquainted with each other all semester. Once, two of the students found that they were next-door neighbors. They decided to ride to school together—so that is one practical result.

Is your planning for classes pretty thorough?

I have many, many notes, ideas, and plans for each of my courses. But in a given class period, I rely a lot on my intuition. Students don't appreciate it when they sense that everything is preplanned. If the class is not in the mood to do something I've planned, I think of something different.

I don't like teaching courses the same way year after year, either. I'm always thinking of new things to give the students.

For example?

For example, I take my Music in Performance class on a three-day trip to New York City. It enables them to grow, because the college is not in a metropolis that offers a lot of cultural events. Actually I'm lucky, because the college has provided me with fine stereo equipment. But compared with live performance, the finest equipment is still very sterile.

The trip's activities range from watching a ballet performance to attending an evening vespers service. I've found that the beauty and majesty of the religious music awe the students. I thought they

At Cayuga, learning does not stop at the classroom door. The community offers students opportunities to both observe and perform.

might not like going to churches to listen to music, but I was amazed: Some of them said the music moved them so much that they cried. Some haven't been to a service for so long, it uncovers a dimension of them that they had buried.

In chorus, we organize an annual Christmas madrigal dinner for the college and community. To me, coordinating this event—and this will be its fourth year—is my most important accomplishment as a faculty member.

Everyone who participates in the dinner wears a medieval or Renaissance costume to match the period of the songs.

Isn't it hard for all the students to get period costumes?

Over the past three years, I've designed and sewn a lot of costumes and pieced together others from things I've found in thrift shops. The wardrobe departments of the Auburn Civic Theatre and the Auburn Players have also helped immeasurably with costuming. Right now, I have more than 20 costumes in the music room. Velvets, silks, taffetas—I'm proud of them.

And what happens during the dinners program?

In different years, we've had a court jester and juggler, tumblers, a mime, medieval dancing, ensembles of recorders, and ancient stringed and percussion instruments. Last year, we stepped forward a century or so for a presentation on the life and times of Charles and John Wesley, the Methodist reformers. Of course that meant different costumes.

The community really comes, too?

Oh, yes. In fact, the dinner has done a lot to bridge the gap between college and community. I've tried very hard to create opportunities for the students to perform in the community. I think the way the community perceives the college is very important.

That's one reason I work with Auburn Pro Musica, a group that supports musical performances in the community. I also invite many performers to visit my classes, and I play the organ at Westminster Presbyterian Church.

What do you do to keep up with the music field in general?

I study a lot in the summer. This year, for example, I took courses in music and life-long learning and in music and dance.

Every summer I attend a workshop for choral and instrumental music. I'm presently taking classical guitar and voice lessons. And I always examine new textbooks.

Don't you get saturated with all that study in what is basically one subject?

I do like to get a different perspective, but that isn't hard. I read books that don't directly relate to music. I go to art museums whenever I get the chance. I also collect nineteenth-century Japanese woodblock prints and reproductions.

This is, altogether, your eighteenth year of teaching. What advice would you give a first-year teacher?

Wherever you are, get to somebody who is expert in your teaching area, and pick that person's brains. Don't be afraid to strike up friendships with other teachers in school. That's especially important for music teachers, because we're specialized. I think too much specialization is a threat to general education in the community college, in the university—for that matter, in the whole society. I'm proud to be a teacher of music, but I respect all learning. □

Looking Ahead

18 10 Top Education Stories of 1981-82

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26 10 for the Bookshelf

10 Top Education Stories of 1981-82

They made big news last year, and they're not about to go away.

Education news often made the headlines during the 1981-82 school year. NEA Communications staff couldn't summarize all the big education stories, so they chose the 10 they consider the most important of last year. These stories will likely be key ones in 1982-83 as well.

Budget Cuts Harm U.S. Education

Cuts and shifts in federal, state, and local budgets took jobs away from teachers, reduced schools' capabilities to deliver vital services, and dimmed students' futures across the country. On the federal level, spending cuts were coupled with the "consolidation" of programs and the transfer of funds from education programs to block grants. At the state level, similar structural changes, along with limitations on the amount of revenue raised or spent, were the main villains. Local funding suffered most from caps on spending.

The K-12 programs most commonly cut were in special education, counseling, art, music, remedial basic skills and speech, bilingual education, kindergarten, foreign languages, and vocational education. Staff cuts increased class size, and schools often couldn't provide enough textbooks and supplies.

School lunch programs were hit so hard that at least 460 districts stopped offering hot lunches. The average price of a lunch rose 35¢, and 3 million children simply dropped out of the program.

Postsecondary students suffered from a cut in the amount of financial aid money available. Unless the funds cut are restored, about 2 million fewer undergraduates will receive aid in 1983-84 than in 1982-83.

> The clearest effect has been to raise average class size by three or four.

Cuts in guaranteed student loan funds may shift 650,000 graduate students out of the federally backed program to a more expensive program available in only about half the states.

This report tells an unfinished story. As 1982 passes into 1983, new or presently unknown effects of present cuts, not to mention effects of new cuts, will make themselves felt.

School Employees Suffer Severe RIFs

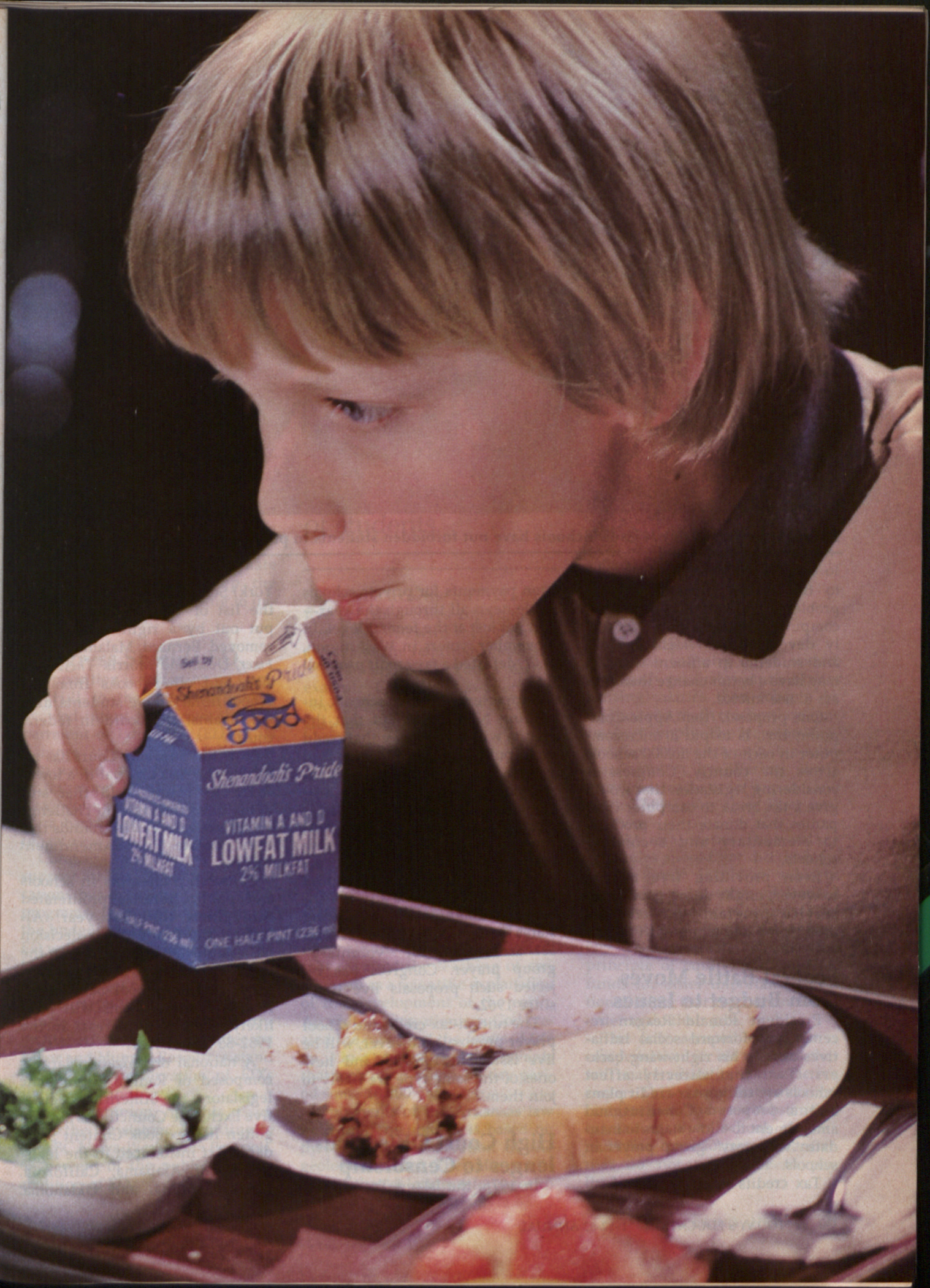
Budget cuts, coupled in some places with a continuing drop in enrollment, hit school employees hard. In the spring of 1982, unusually high numbers of school staff members received layoff notices. In Baltimore, for example, the schools lost 1,229 positions at the end of the 1981-82 year. The clearest effect has been to raise average class size by three or four students—to 35 in the intermediate grades and 37 in the secondary schools.

In Massachusetts, the effects of tax-cutting Proposition 2½, passed in November 1980, continued to spread. The schools lost 12,500 employees, 6,000 of them teachers. On the other side of the country, Colorado expected to have 1,000 fewer teachers this fall than it had in the spring.

Computers Pose a Challenge to Teachers

Microcomputers are definitely present in classrooms—in 250,000 classrooms, in fact. But using them

For millions of students, balanced school lunches like this one are only a memory, and many schools no longer serve any lunch at all.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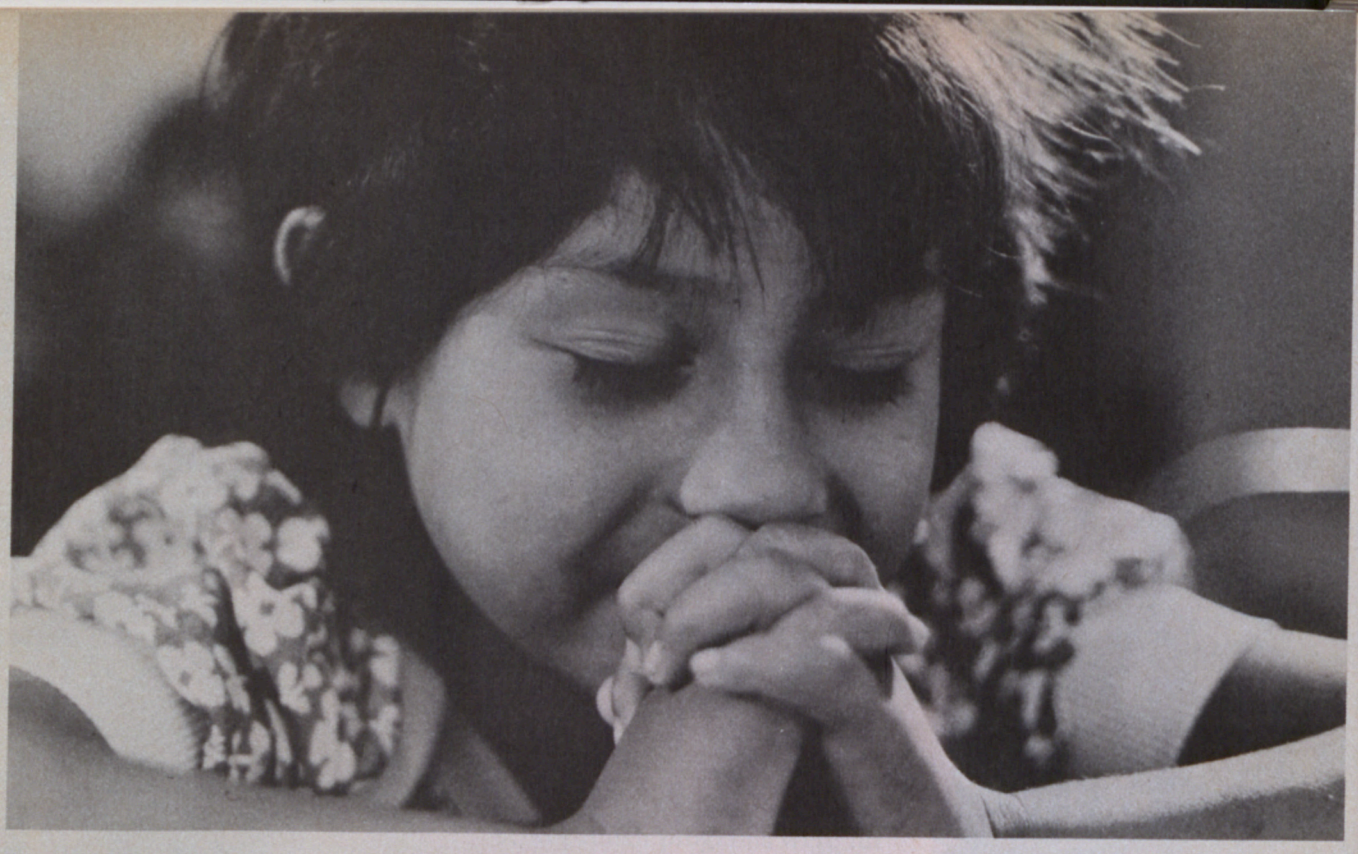


The right to pray is not at issue: Schools have not forbidden students to pray on their own initiative.

to the fullest presents several problems: Software is hard to find, computer languages aren't yet fully developed for classroom use, and students in affluent districts may have a better chance than others to use micros.

One proposal, from Apple Computer, Inc., is to put a microcomputer in each of the 86,000 schools across the country. Congress is considering legislation that would give a tax break to computer companies that donate their products to elementary and secondary schools.

Even providing free micros, however, might do no good if in-service programs for teachers aren't provided along with them.

Federal Battle Moves from Budget to Issues

President Ronald Reagan recently put forward social initiatives dear to his right-wing backers. Two that directly affect schools are tuition-tax-credit plans and a proposed Constitutional amendment to allow states to mandate "voluntary" group prayer in schools.

Tax credits to offset part of tuition payments for private schools made news all through the year—and not just at the federal level. In November, voters in Washington, D.C., defeated a tax-credit proposal 9 to 1.

Supporters of public schools, including NEA, point out that the credits will take money that could go to public schools and give it to private, mostly church-related institutions. Under President Reagan's formula, cost of the credits is close to the amount the President proposed to cut from the 1983 federal school budget.

Many organizations, including religious ones, oppose any Constitutional amendment permitting states to require that public schools set aside time for "voluntary" group prayer. Congress has rejected such proposals five times since 1962.

The tuition-tax-credit and school prayer proposals, however, will be live issues in 1982-83, and new ones of the same type are likely to join them.

High Court OK's Challenges to Censorship

In 1976, the Island Trees (New York) School Board, responding to the list of "objectionable" books put out by a right-wing group, removed Bernard Malamud's *The Fixer*, Desmond Morris' *The Naked Ape*, and other books from the school library. Five students filed suit against the board in federal court.

Now the Supreme Court has returned the case for trial in a lower court. Its ruling held that students have the right to challenge such removals on the grounds that they violate First Amendment rights.

Censorship attempts in schools and public libraries proliferated throughout the past year. Although the Island Trees decision has established a precedent on the right of students to challenge censorship attempts, book-banning efforts in various forms will most likely continue to increase in the 1982-83 school year.

A national organization largely composed of Radical Right state legislators, the American Legislative Exchange Council, has already gotten its Textbook Content Standards Act introduced in the legislatures of Alabama, California, North Carolina, and Oklahoma.

The Act would force schools to use only books that preach "absolute values," reflect "the traditional roles of men and women," and teach creationism as science. Phyllis Schlafly's group, the Eagle Forum, fresh from its successful Stop ERA campaign, will lobby for this legislation.

Integration Efforts Suffer Federal Neglect

The Justice and Education Departments both have reduced their efforts to further integration in education. The Justice Department abandoned the requirement of busing to reduce racial imbalance, even in districts where school policies had created virtually segregated schools. In March, a federal court found that the Department of Education had violated court orders to promote desegregation in public schools.

On Capitol Hill, the Senate passed legislation to keep the courts from ordering busing to improve racial balance.

Congress Shields ED

Opposition is stiffening on Capitol Hill to the Administration's avowed intent to deprive the Department of Education (ED) of its Cabinet status. The Administration would entirely dismantle ED or transform it into a foundation. Key congressional committees have backed off from the change in status.

Congress has shown further support for the federal role in education by exempting education programs from reconciliation in the budget for the next fiscal year. ED will thus be sheltered from the kind of wholesale budget cuts that it suffered last year.

The Republican heads of the Senate's Committee on Governmental Affairs and Committee on Labor and Human Resources stand behind the preservation of ED's status and funding.

Public opinion on this issue backs the legislators. According to an ABC News-*Washington Post* poll, 67 percent of the public opposes abolition of ED.

Testing Disclosure Becomes More Common

Disclosure of correct answers and of individual students' answers to questions on standardized tests is a topic that long aroused fierce contention. In the past year, the victories of disclosure advocates and concessions by testing companies began taking some of the sharpness out of the debate.

In the fall of 1981, the College Entrance Examination Board, which administers the *Scholastic Aptitude Test (SAT)*, responded to its critics. It offered to give students who took the *SAT* on any of five specified dates copies of the test questions, with their own answers and the required answers.

> Testers' errors have affected thousands of students.

Following New York's earlier example, California has adopted a law requiring disclosure of correct answers for several tests. In addition, 22 other states have considered disclosure legislation.

Disclosures have revealed mistakes in composing tests and evaluating test results that have affected the scores, and thus the futures, of thousands of students.

"Creation Science" Meets Skepticism

In January, a federal court ruled unconstitutional an Arkansas law that required the teaching of creationism as a scientific explanation of the development of the earth. According to creationism, God created the earth and the forms of life on it in a series of separate events that took place over a six-day period some 10,000 years ago.

Opponents of the Arkansas law held that creationism is based on theology, not observation of the geological record. They also pointed out that deleting references to the Bible and the Deity could not free creationism from representing an establishment of religion (and thus violating the U.S. Constitution) and that to require the teaching of creationism as science infringed on the right to teach and to learn.

In the past 12 months, bills to require the teaching of creationism as a science have appeared in at least 13 state legislatures. They passed only in Arkansas and in Louisiana, where litigation on the law's constitutionality is continuing. At the same time, the American Association for the Advancement of Science, representing 136,000 scientists and 285 scientific organizations, has condemned the attempt to confuse creationism with theories based on the scientific method.

NEA opposes any requirement that creationism be taught equally with evolution theories as a scientific description of the origins of the universe.

Differential Salaries Stir Dispute

Because industry offers science and math graduates much higher starting salaries than schools do, science and math teachers are now in short supply. The Houston, Texas, schools have attempted to solve this problem by offering newly recruited teachers in science and math $2,000 more than other new teachers.

NEA maintains that salary schedules should not discriminate among grade levels or subjects. Giving an extra share of limited education funds to one set of teachers, NEA points out, threatens teacher morale, violates the principle of equity, and depletes funds for other important educational items that teachers need in order to do their jobs.

The only acceptable answer is compensation for all teachers that will make education an attractive career. This means that education budgets must increase substantially; failing that, school systems must find other forms of incentive that do not rob Peter to pay Paul. □

The Law and the Schools

Ten 1981-82 court decisions that will—or may—set precedents for years to come.

At a time when the Reagan Administration is assaulting, and the Congress underfunding, public education, the NEA Office of General Counsel notes that last year the third branch of government, the federal judiciary, provided educators with some significant court victories—as well as with a setback or two.

The Office of General Counsel here highlights 10 decisions from 1981-82, most of them chosen because of the likelihood they will shape the law in their field for years to come. Other cases are included because they may be suggestive of future legal trends in previously unexplored areas.

***Washington v. Seattle School District No. 1,* 50 U.S.L.W. 4998 (1982).**

***Crawford v. Los Angeles Board of Education,* 50 U.S.L.W. 5016 (1982).**

In a pair of related decisions announced on the same day, June 30, the U.S. Supreme Court spelled out the circumstances in which citizens of states may limit the ability of their own courts and agencies, including school districts, to order mandatory busing to achieve school desegregation. The cases, from the states of Washington and California, both involved statewide ballots in which voters had approved limitations on busing ordered by entities or subdivisions of state government.

In the Washington decision, the Court found unconstitutional a statewide initiative that prohibited local school boards from requiring busing for desegregation. The initiative, voted on in 1978, was a response to actions taken by school boards in Seattle and other cities to establish mandatory busing programs.

In the five-to-four decision, the High Court faulted the Washington initiative because it singled out and removed local school boards' power over busing for desegregation, transferring it to the state. This radically restructured the state's decision-making process in a way that put minority interests at a disadvantage. It thus violated the Fourteenth Amendment's equal protection clause.

In the California case, in contrast, the High Court upheld Proposition 1, a 1979 amendment to the California constitution. Proposition 1 amended wording in the state constitution that had not restrained state court judges from ordering mandatory busing to remedy *de facto* (unintentional) segregation in the Los Angeles schools.

The federal courts require a showing of *de jure* (intentional) segregation before they will order mandatory busing. Hence Proposition 1, which forbids mandatory busing unless necessary to remedy a violation of the U.S. Constitution, was designed to prevent the California courts from going beyond federal standards in ordering busing for desegregation.

The eight justices in the High Court majority found Proposition 1 to be essentially a use of ordinary procedures to repeal a provision in the state constitution. They did not accept contentions that it brought about a restructuring of judicial power based upon a discriminatory principle, nor did they find evidence that it would "inhibit enforcement of any federal law or constitutional requirement."

***Hendrick Hudson District Board of Education v. Rowley,* 50 U.S.L.W. 4925 (1982).**

In its first review of the Education for All Handicapped Children Act of 1975, the U.S. Supreme Court ruled late in June that there is a limit to the services the law requires a school board to supply handicapped students.

The six-to-three decision, written by Justice William H. Rehnquist, held specifically that the Hendrick Hudson district in Peekskill, New York, did not have to supply a free sign-language interpreter to an 11-year-old deaf student.

In cases from Washington and California, the Supreme Court dealt this year with the question of how far states can go in limiting their own ability to order mandatory busing for desegregation.

The decision turned on the Act's requirement that local school boards provide a "free appropriate public education" to handicapped children. Even though the student had achieved academic success using a hearing aid and lip-reading, she understood less than half of what was said in the classroom. She argued that the Act entitled her to an interpreter so that she could reach her full potential.

The majority disagreed. In the majority opinion, Justice Rehnquist said that the intent of the act was "more to open the door of public education to handicapped children on appropriate terms than to guarantee any particular level of education once inside." A state could meet the Act's requirements, he noted, "by providing personalized instruction with sufficient support services to permit the child to benefit educationally from that instruction." He found no requirement that the service be sufficient "to maximize the potential of handicapped children 'commensurate with the opportunity provided to other children.' "

In a dissenting opinion, written by Justice Byron R. White, the minority argued that the majority had misread the legislative history of the Act, and that it was not enough merely to require that handicapped children receive "some educational benefit."

NEA filed a friend-of-the-court brief in behalf of the student.

***Board of Education, Island Trees Union Free School District No. 26 v. Pico,* 50 U.S.L.W. 4831 (1982).**

In a highly fragmented decision, the U.S. Supreme Court ruled in June that children may, under certain circumstances, challenge in federal court a school board's decision to remove books from the school library.

The decision came in a case involving the school board of the Island Trees (New York) district on Long Island. The board had removed nine books from secondary school libraries on the grounds that they were "anti-American, anti-Christian, and just plain filthy." The titles included Eldridge Cleaver's *Soul on Ice*, Kurt Vonnegut's *Slaughter-House Five*, and Desmond Morris' *The Naked Ape*, among others.

The immediate effect of the decision is to require a lower federal court to determine the board members' intent in removing the books. The High Court justices appear to agree that if the board members were merely trying to suppress vulgarity (as opposed to ideas), no constitutional question exists.

Legal experts say they can draw little guidance from the case. For example, while a majority of five justices believed that a federal trial court should hear the case, only four were convinced that the school board's decision definitely implicated students' First Amendment rights. And only three claimed (in an opinion written by Justice William J. Brennan, Jr.) that students have a "right to receive" information. This, they said, is "an inherent corollary of the rights of free speech and press. . . ."

The decision did not deal at all with related matters, such as the acquisition—as opposed to the removal—of library books or the acquisition or discontinuation of textbooks and curriculum materials by school boards.

NEA filed a friend-of-the-court brief in favor of the students.

Paying the female coach of the girls' team half the salary of the male coaches of the boys' team violated the Equal Pay Act, the Civil Rights Act, and the Constitution.

***North Haven Board of Education v. Bell,* 50 U.S.L.W. 4501 (1982).**

This past May, the Supreme Court ruled six-to-three that Title IX of the 1972 Education Amendments protects school employees as well as students. Title IX outlaws sex discrimination in education programs that receive federal financial assistance.

In upholding regulations promulgated by what was then the Department of Health, Education, and Welfare (HEW), the High Court overturned the decisions of four U.S. Courts of Appeals.

North Haven is an important win for public school employees: It gives them a powerful new weapon in the struggle against sex discrimination. The decision allows the U.S. Department of Education, a successor agency to HEW, to investigate complaints from school employees. In appropriate circumstances, the Department can cut off federal aid to institutions that discriminate.

The *North Haven* decision actually applied to cases from two Connecticut school districts, North Haven and Trumbull, which were consolidated on appeal. Both cases involved former women faculty members who alleged sex discrimination by the districts in violation of Title IX. The cases have been remanded to lower courts.

NEA had filed a friend-of-the-court brief with the Supreme Court in behalf of the teachers.

***Plyler v. Doe,* 50 U.S.L.W. 4650 (1982).**

In June, the U.S. Supreme Court struck down a Texas law denying a free public education to the children of undocumented aliens. Writing for the five-to-four majority, Justice William J. Brennan, Jr., said that the Texas law

> "imposes a lifetime hardship on a discrete class of children not accountable for their disabling status and [promotes] the creation and perpetuation of a subclass of illiterates within our boundaries, surely adding to the problems and costs of unemployment, welfare, and crime."

NEA filed a friend-of-the-court brief in support of the students.

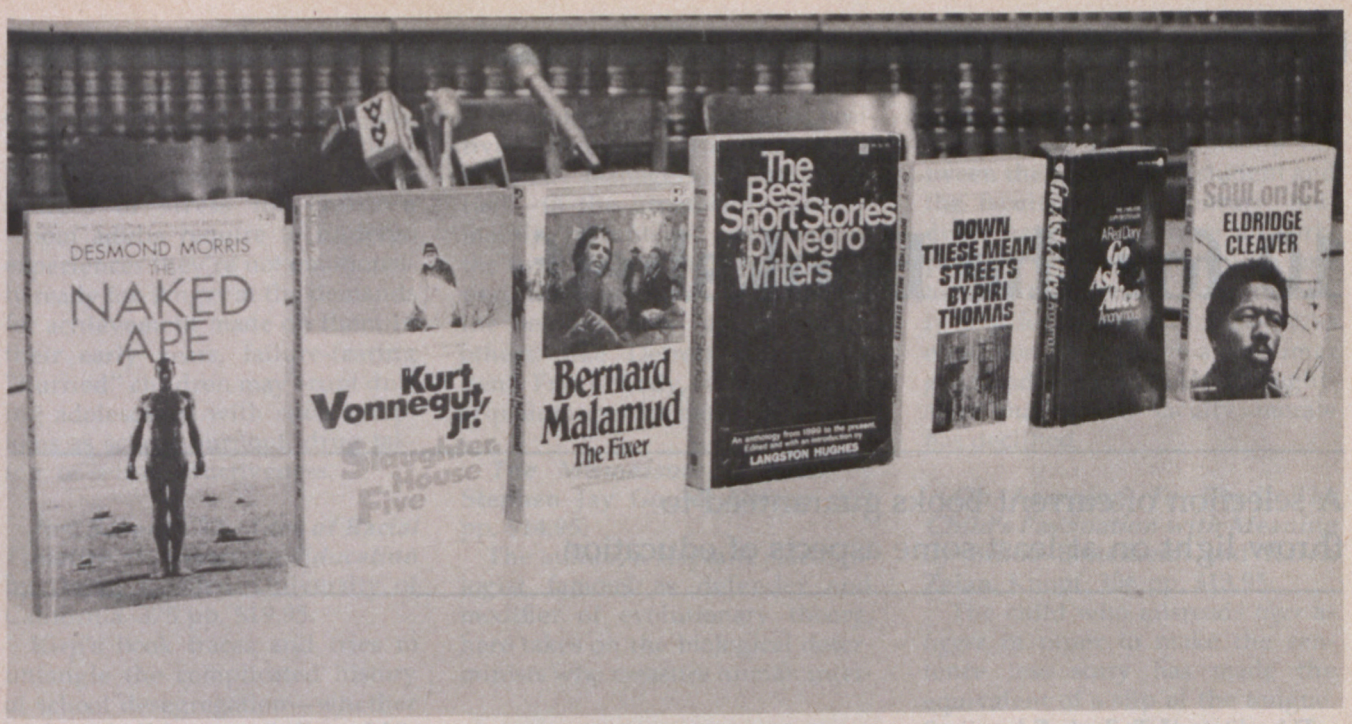
***Burkey v. Marshall County Board of Education,* 513 F. Supp. 1083 (W. Va. 1981).**

In an NEA-funded pay equity case, a federal court in West Virginia produced a landmark decision. It ruled that a school board's policy of paying the female coach of the girls' basketball team half the salary of the male coaches of the boys' basketball team violated the Equal Pay Act, Title VII of the Civil Rights Act of 1964, and the Constitution. The court also declared that the board's policy of restricting coaching positions for boys' sports to male teachers constituted illegal sex discrimination.

***Dike v. School Board of Orange County, Florida,* 650 F. 2d 783 (5th Cir. 1981).**

Perhaps the most significant and encouraging trend in teacher rights litigation is the growing judicial recognition of a teacher's right to privacy.

In what has been hailed as a landmark decision, the U.S. Fifth



These books had a home in the library, until the Island Trees (New York) school board evicted them.

Circuit Court of Appeals became the first court in the country to recognize that a woman's decision to breast-feed her child is entitled to constitutional protection.

Specifically, the court held that a school board cannot prohibit a teacher from breast-feeding her child in private on school premises during a duty-free lunch hour unless the board can demonstrate that a sufficiently important state interest justifies such a prohibition. "Breast-feeding is the most elemental form of parental care," the court emphasized. "It is a communion between mother and child that, like marriage, is 'intimate to the degree of being sacred.' "

The NEA's Kate Frank/DuShane Unified Legal Services Program funded the Dike case.

***McLean v. Arkansas Board of Education*, 529 F. Supp. 1255 (E.D. Ark. 1982).**

Action by so-called creation scientists may be further evidence of the rising expectations Ronald Reagan's election has generated among leaders of the Religious Right. In several states, right-wing groups seek legislation requiring the teaching of the biblical theory of creation in public school science courses that also teach the theory of evolution.

In the first test case of a state law mandating equal time for creation science, a federal court struck down an Arkansas statute, declaring—

> "[Since] creation science has no scientific merit or educational value . . . the conclusion is unescapable that the *only* real effect of [the statute] is the advancement of religion."

***Lake Park Education Association v. Board of Education of Lake Park High School District No. 108* (Unreported).**

Officials of the Lake Park High School District in Illinois apparently were not pleased when teachers decided to reestablish the Lake Park Education Association and to affiliate it with the Illinois Education Association and NEA. So they launched a campaign to dissuade teachers from joining. Their anti-organizing tactics included the following:

- Requiring teachers to resign from the Association if they wished to be considered for coordinator posts
- Prohibiting teachers from discussing Association business except during their lunch hour
- Denying the use of school facilities for Association meetings
- Depriving Association leaders of the opportunity for paid extra duty
- Threatening teachers with layoffs and increased teaching loads.

Reviewing the District's behavior, a federal court in Illinois ruled last year that various District officials had

> "embarked on a course of conduct intended to discourage and inhibit teachers from exercising their constitutional rights of freedom of association and speech."

The court awarded the Lake Park Education Association $45,000 in damages for civil rights violations, plus $25,000 in attorneys' fees. It told school officials to remove from teachers' files any derogatory comments relating to their union activities. It also permanently enjoined the officials from interfering with or discouraging teachers in their use of the constitutional rights of speech and association. □

10 for the Bookshelf

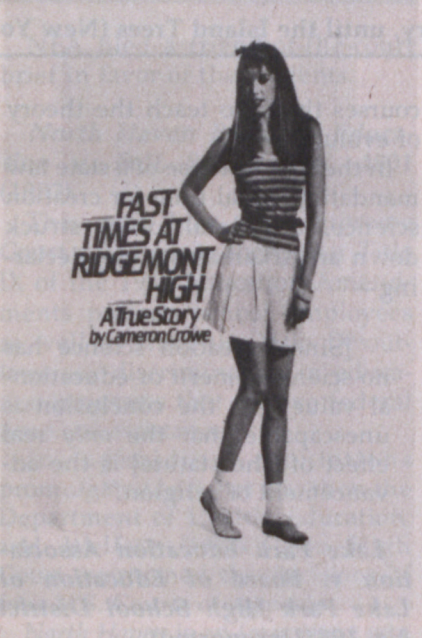
A selection of current books guaranteed to throw light on at least some aspects of education

The editors of Today's Education *are not likely to go out on a limb and claim that the following 10 books on education, children, or youth are the 10 best that* Today's Education *reviewed or received during the past school year. We will, however, go so far as to say that the oft-invoked extraterrestrial visitor could learn something useful about schools and children in the United States from any one of them. Which means that anyone else probably could, too.*

Beyond the Ivory Tower: Social Responsibilities of the Modern University by **Derek Bok.** Harvard University Press. 309 pp. $15.95.

Especially since the 1960's, political activists have asked universities to make routine decisions in such a way as to achieve desirable social goals—to boycott certain foods, for example, in order to bring pressure on manufacturers to change their marketing or personnel practices in the Third World.

In *Beyond the Ivory Tower,* Harvard president Derek Bok asserts that three basic principles—academic freedom, autonomy vis-à-vis government, and institutional neutrality—set limits on how far the modern research university can go in complying with such requests.



Don't Blame the Kids: The Trouble with America's Public Schools by **Gene I. Maeroff.** McGraw-Hill. 260 pp. $14.95.

In this book Maeroff, education writer for the *New York Times,* explores the problems besetting public education today with the hope of finding new approaches to solutions. He addresses society's increasing expectations of the schools, declining achievement in some schools, and difficulties in getting top-notch teachers and in financing education, among other problems.

Maeroff is especially good at showing how the citizenry—with its demands that schools serve nonpedagogical purposes—have asked teachers to become "nurses, counselors, priests, and rabbis."

Fast Times at Ridgemont High by **Cameron Crowe.** Simon and Schuster. 252 pp. $14.95; paperback, $5.95.

Though this book has *movie rights* written all over it, and though it raises ethical questions about adolescent-looking adults (such as author Crowe) going undercover to write books about high school life, still it is worth reading. *Fast Times* describes a whole new class of young people.

These are the teenagers (here in Southern California habitat) who, because their families are well-off, get to keep the money they earn working in fast-food joints. Consequently, they have both the discretionary income and the freedom from parental supervision necessary to adopt a life-style once thought appropriate only for the Hollywood crowd. Of course, Crowe exaggerates to make a good story (or movie), but still there's something to what he says.

The Hurried Child: Growing Up Too Fast Too Soon by **David Elkind.** Addison-Wesley. 200 pp.

$11.95; paperback, $6.95.

What do rock music, single parenthood, standardized tests, and tennis camps all have in common? They can—but don't have to—be sources of stress for children whom adults require to undergo experiences they're not emotionally ready for. Angry at the demands for achievement made on them in their early years, failure-fearing "hurried" children may erupt during adolescence with such symptoms as school burnout, drug taking, or self-destructiveness.

Just Schools: The Idea of Racial Equality in American Education by **David L. Kirp.** University of California. 375 pp. $19.95.

Kirp's book traces and tries to untangle the complicated history of school desegregation—whether court-ordered or voluntary. He looks at the national picture and, more specifically, at five northern California communities, including San Francisco and Oakland.

Kirp is pleased to report that the major change since the early 1960's is that the voices of Blacks are now heard in the formulation of school policy almost everywhere. At the same time, he thinks, the nation must find ways both to guarantee a minimum level of integration and to allow some local variation in the details of process and structure. Otherwise the United States will end up with a two-track, urban/suburban, Black/White school system. This will be not all that different from the racially divided two-track systems that existed in "integrated" Northern schools 30 years ago.

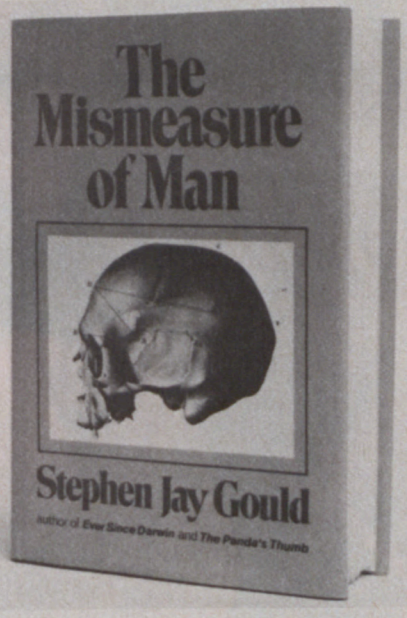
Managers of Virtue: Public School Leadership in America, 1820-1980 by **David Tyack** and **Elisabeth Hansot.** Basic Books. 312 pp. $17.95.

The best thing about *Managers of Virtue* is that unlike so many recent histories of public schooling, it does not charge schools with being instruments by which an elite keeps ordinary people down. In fact, the authors believe it is this kind of thinking that helped bring about the current disagreements over the purposes of public education.

In contrast, this book gives positive accounts of the careers of selected "managers of public virtue"—in the nineteenth century, mainly "volunteer" reformers; in the twentieth, primarily school superintendents. Some, like Catherine Beecher, have famous names; others, like Detroit superintendent Frank Cody, will be fresh acquaintances for most readers.

The Mismeasure of Man by **Stephen Jay Gould.** Norton. 352 pp. $14.95.

The author, a Harvard paleontologist famous as defender and modifier of evolutionary theory, here takes on the biological determinists who measure human intel-



ligence. These practitioners—of craniometry (the measurement of skulls) in the nineteenth century and of intelligence testing in the twentieth—have, he thinks, let social prejudices affect their practice of science. The result has been to provide justification for considering certain groups—races, sexes, classes—to be innately inferior.

On Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism by **David Riesman.** Jossey-Bass. 421 pp. $17.95.

In this volume David Riesman, sociologist and longtime student of higher education, describes the evolution of the relationship between the U.S. college student and the faculty in this century. Students have moved from an early position of subordination to one today of near rivalry. Unfortunately (and for a variety of reasons), as education has become a consumer good and college students sought-after purchasers, faculty morale has declined.

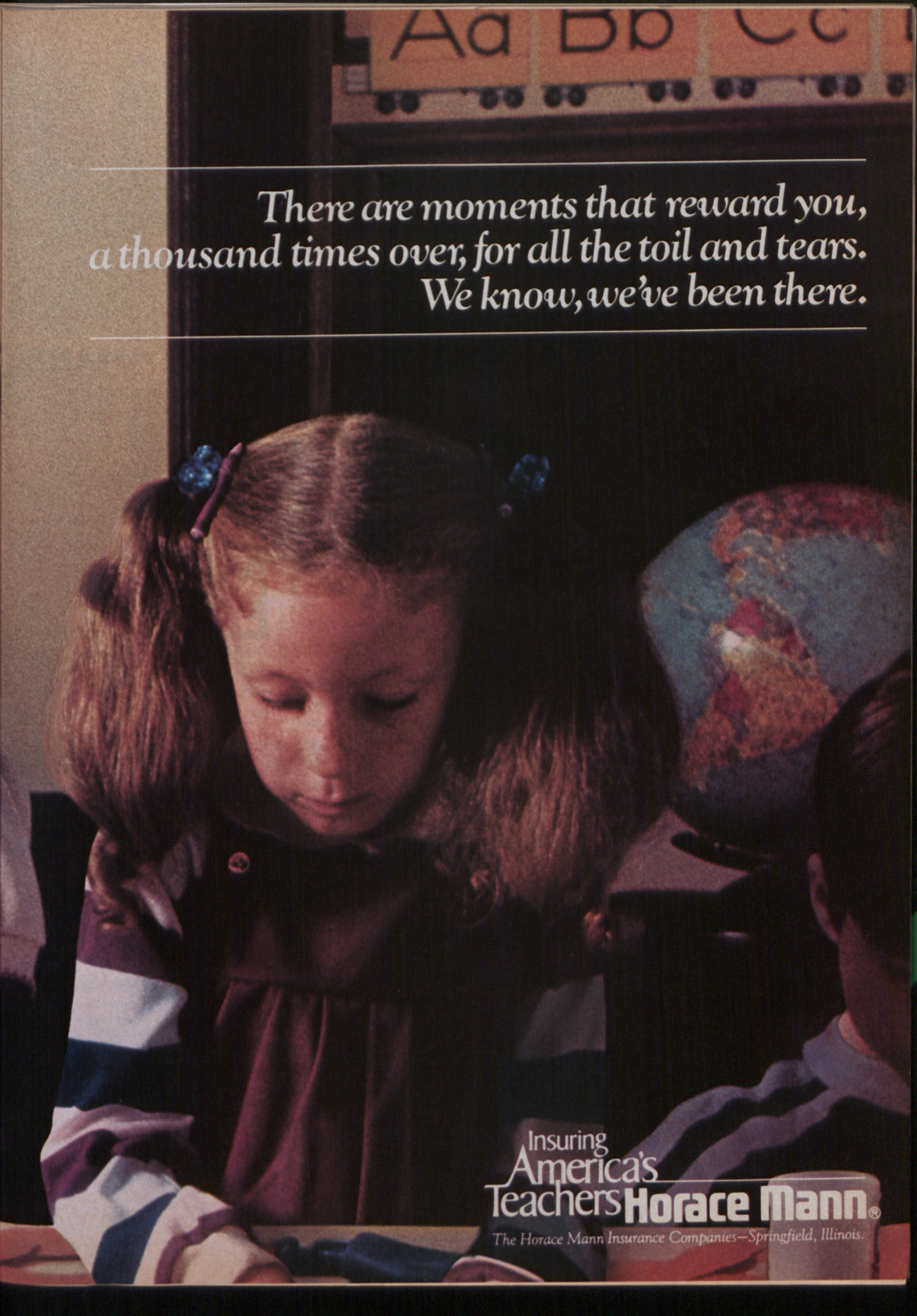
On Learning To Read: The Child's Fascination with Meaning by **Bruno Bettelheim** and **Karen Zelan.** Knopf. 306 pp. $13.95.

The child who misreads *tiger* as *tigger* in order to make the sentence less scary has made the equivalent of a slip of the tongue. So say authors Bettelheim and Zelan, formerly colleagues at Bettelheim's famed Orthogenic School in Chicago for severely disturbed children. Here they show what the psychoanalytic tradition can bring to the theory and the teaching of reading.

The main contribution is an insistence upon the importance of content. Children need not simply a good story, but one that evokes a resonance in the reader's unconscious—as the single word *tiger* did in the example above. Hence the authors conclude that primers that emphasize the decoding of words in a deliberately limited vocabulary interfere with children's ability to learn that reading is intrinsically interesting.

Schools on Trial: An Inside Account of the Boston Desegregation Case by **Robert A. Dentler** and **Marvin B. Scott.** Abt Books. 244 pp. $25.

In 1974, federal judge W. Arthur Garrity found that the Boston public schools were unconstitutionally segregated. A year later, he presented a desegregation plan for Boston and appointed the authors, university-based experts on desegregation, as "agents of the court" to supervise the implementation of the plan. This book tells of their experience. □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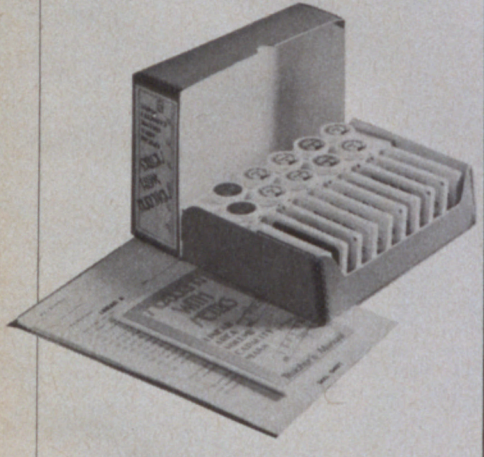

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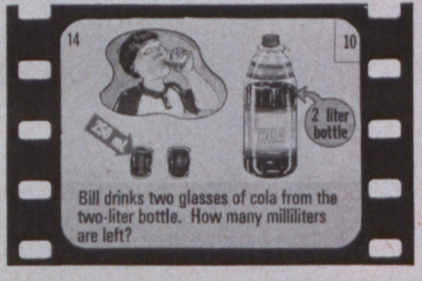

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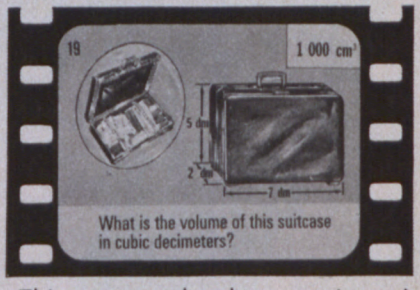

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Critical Issues

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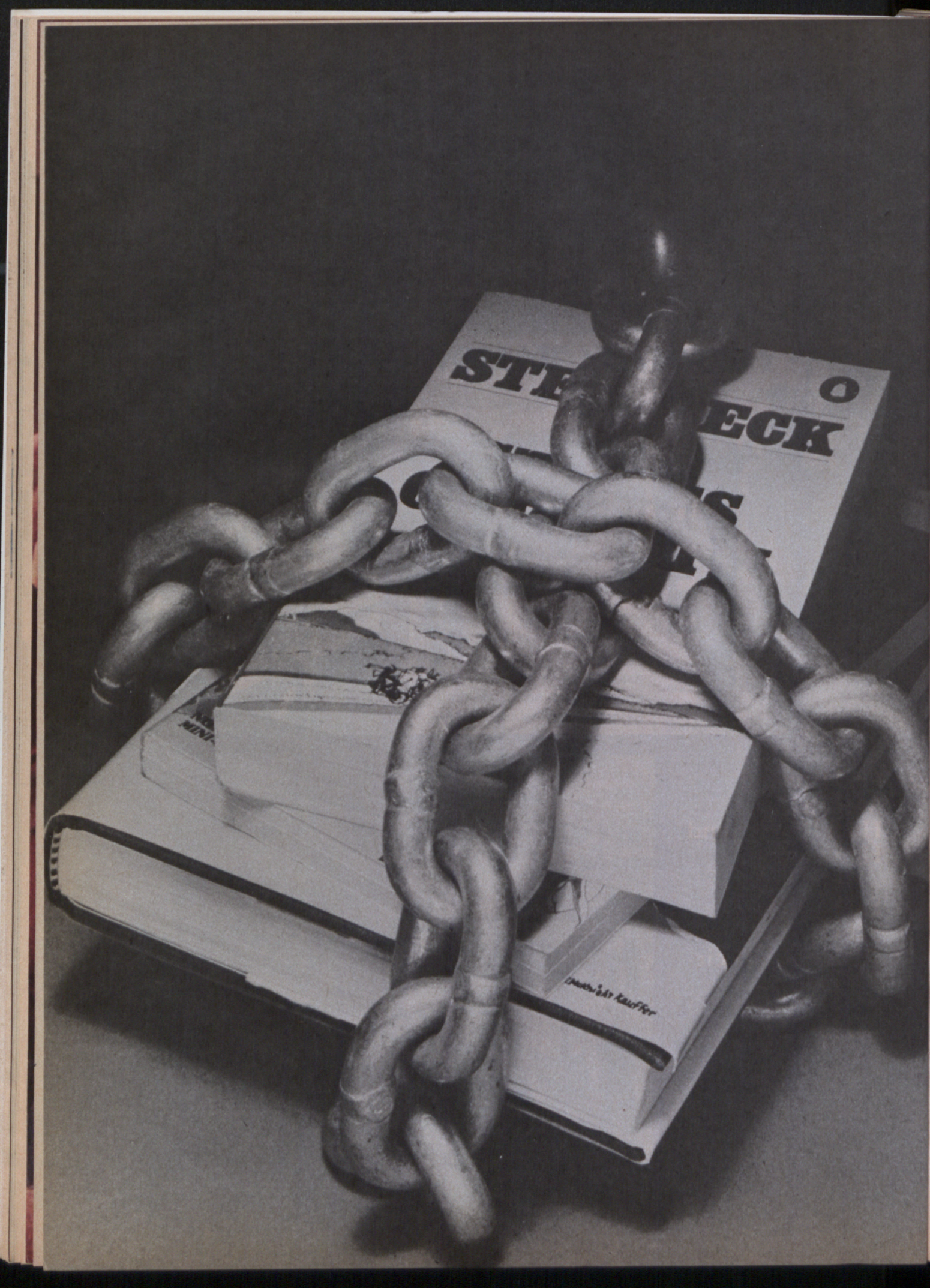

Of Mice and Men, A Huckleberry and Harassment

DOROTHY C. MASSIE

Teachers reflect on their experiences with the advocates of censorship.

Today many classroom teachers are in the position—not a very enviable one—of being experts on the subject of censorship. They qualify as experts because they are experiencing firsthand the pressures and pains of censorship. They regularly cope with unrestrained attacks on their judgment and with fierce challenges to the books they assign, the curriculums they teach, and the instructional methods they use in the classroom.

These teachers understand that the First Amendment to the Constitution does not give them *carte blanche* in the selection of curriculum materials. Not one among them would advocate placing *Hustler* magazine in the classroom. Not one would advocate discarding the common sense that tells them that a book appropriate for seniors may be inappropriate for freshmen. Not one would deny that there is an important, albeit sometimes elusive, line between material that ennobles the human spirit and that material degrades it.

These teachers ask only to preserve the classroom as a place where reasoned judgment rather than impassioned hysteria rules. Their efforts, however, are increasingly under siege: Between 1978 and early 1982, reports the American Library Association, the number of challenges to the instructional materials teachers use tripled. Throughout the country, book-banning incidents have increased dramatically. The challenges are intense; the rhetoric accompanying them, strident and often inflammatory.

What do those in the trenches have to say about censorship?

In the face of this growing pressure from self-appointed moral guardians, many teachers who have been involved in censorship battles freely admit that they are guilty of the following:

- Teaching more than just the basics
- Teaching decision-making skills
- Teaching economics courses that include information on noncapitalist economic systems
- Teaching creative writing
- Teaching sex education
- Teaching young people to respect cultures, traditions, and lifestyles different from their own
- Teaching that the founders of this nation were less than perfect
- Teaching students to think critically
- Teaching girls that they have opportunities beyond the roles society traditionally assigns women.

On the basis of these and other acts of premeditated pedagogy, many teachers today stand accused of the crime of secular humanism. This the accusers (political/religious leaders of the Radical Right) define as a godless religion that glorifies self-deification and moral relativism. They accuse teachers of giving students "ideas," an act that textbook critic Norma Gabler claims "is just not fair to our children . . . . Ideas will never do them as much good as facts."

Paralleling this assault—but lacking its scope and intensity—are attacks by left-wing groups attempting to reverse the effects of generations of textbook accounts that excluded or discredited minorities and women. The upshot is that teachers—subjected to vicious pressure from the right and plaintive appeals from the left—are caught in a political pincer.

What do those in the trenches, the classroom teachers, say about censorship? What is it doing to them, to their students, and to educational programs in their schools?

A high school teacher working in an affluent Southwestern suburb teaches a 12-week family living course that once included discussion of such topics as divorce, drugs, child abuse, alcoholism, and premarital sex. No longer: A "concerned parents" group, reciting a script now familiar to teachers across the nation, charged that she was part of an attempt to break down students' religious beliefs, undermine their respect for parents, and encourage sexual activity and drug use. They labeled her course negative, depressing, anti-American, anti-God, anti-parent, and secular humanistic.

She describes the sanitized "Dick and Jane" world that some parents seek to impose upon her classroom.

"These parents tell me that the home and church should be the foundation for any kind of morality. I agree. But I see students whose questions and concerns no one addresses.

"I have students who have experienced divorce in their families. I have students who have been abused and students who live in homes where the parents are alcoholics. I have to try to help these students. But I can't even begin to help them—to answer their questions—if I listen to the parents who say that these children's concerns must be dealt with only in the home.

"These people are not dealing with reality. They're living in a dream world. Who am I helping if I let myself be bullied by them? Their kids are not untroubled or innocent.

"We have sent notes home to parents telling them precisely what the course will cover; and I am not supposed to depart from that agenda, even when that means telling students I can't answer some of their questions or address some of their problems. The kids can't believe it."

And how does the controversy affect the teacher?

"This censorship, this pressure on teachers, these groups questioning our every word, every action—all this adds to teacher stress and teacher burnout. We're reaching a boiling point."

A teacher in a rural Western community tried to find something positive about the complaints that resulted in the banning of John Steinbeck's *Of Mice and Men* (and the eventual elimination of the entire required reading list) from his ninth grade class:

"The censors are well-meaning parents. They want to improve the quality of education in their schools. Unfortunately, the school board members are really not well versed in education. So, the decisions they make, however well-intentioned, are not mindful of or responsive to educational goals.

"I think the school board has the obligation to provide access to ideas no matter what local prejudices may try to dictate. If the interests of education are served by a certain book, then the board should not ban it, no matter how many citizens oppose it.

"Teachers can't educate kids without discussing controversial issues. We are not, as some critics say, 'inculcating' ideas. Rather, students and teacher are *discussing* ideas. As long as we are not leading students to some ideological goal or manipulating them, discussing ideas is what we should be doing in secondary education."

This teacher points to what he describes as one of the "unmeasurable evils" of a censorship battle. He recalls that when the controversy broke loose, he felt pressured to teach in a defensive, overly cautious manner. He did not, however, bend.

"I decided that in all honesty I could not go on working for this school system if that meant giving my students less than the best I was capable of."

In fact, this teacher will not go on working for this school system. His contract is not being renewed.

Another censorship case, this one in a Northern suburb, reached its peak three years ago, but the effects linger on. The teacher whose sex education course sparked the conflict still feels the pain.

"Some parents wanted their children out of the course, so the school system set up an alternative course. My health teaching partner taught the alternative course, and I got all her sex education students.

"At one point I had 46 students in my class and *16 parents observing*. They had all placed their own children in the alternative class, but this did not satisfy them: They didn't want sex education taught in the school at all. The parents brought the educational process to a standstill. They stifled students' questions completely. Virtually no sex education got taught at all for that entire curricular period. My course was an absolute joke.

"Vicious rumors were spread about my teaching. . . . Stories circulated that I had some of my students demonstrating sexual positions in the classroom."

'Now you just run along to the make-believe world of your classroom.'

"Rumors were spread about my class—rumors that linger to this day. At a parent-teacher conference last year, one woman said, 'I hear you are removing your clothes in the classroom and showing the male anatomy.' Stories circulated that I had kids demonstrating sexual positions in class.

"The hardest part for me was living with the personal destruction: the harassment, the late-night phone calls, the comparisons with Reverend Jim Jones, the damage to my relationship with my students. All of the trauma nearly meant the end of my marriage. I went through two periods of serious depression during that time. It's been three years of hell.

"I always had prided myself on having good, sound educational judgment. The questioning of my judgment as a teacher, I guess, is the thing that bothers me the most. I am now in the process of getting out of education."

These teachers were victims of right-wing psychological warfare. From time to time, however, teachers also feel censorship pressure from groups who are themselves targets of right-wing attack: feminists and various minority groups. Leaders of these groups cite evidence that textbooks have historically been a product of censorship—censorship that has "censored out" women and minorities. They seek to remedy this exclusion. But occasionally, they also try to ban or limit access to library books because of alleged racism, ageism, sexism, discrimination against the disabled, and similar kinds of bias.

Mark Twain's *Huckleberry Finn* is among the books singled out for this kind of attack—ironically in one instance at Mark Twain Intermediate School, in Fairfax County, Virginia. An administrator there sought to ban the book from the assigned reading list of a junior high school class for gifted students. He claimed that it was "racist trash." He said, "I winced every time I heard the word *nigger* in the book" and called Twain's classic "poison" and "anti-American."

During the controversy, several people pointed out that the book satirizes the self-righteous pieties that masked the racial prejudice of Twain's era. A Georgetown University professor commented that any kid in junior high could get this message. "To think that is asinine," responded the would-be censor. "How many children understand satire?"

According to the teacher who had assigned the book, this statement, more than all others, angered students in her class.

> "They thought that was a slur against their basic intelligence. They said, 'We are perfectly capable of understanding satire.'
>
> "But what really hurt me was that I used this book to talk about the attitudes people have and how those attitudes can hurt others. Then to have someone tell me I'm racist was very upsetting.
>
> "So you start saying to yourself, What can I use and what can't I use? And what is most disturbing is that you no longer base that answer on educational considerations or students' intellectual needs and abilities. Instead, you're thinking of parents and the school board. You no longer act in your students' best interest."

The scope and intensity of recent censorship efforts has, not surprisingly, caught many teachers off guard. Repression in the guise of civic concern can easily baffle even the most astute educators. The experience of another teacher in another community,

800/368-2728.

however, shows the difference that preparation and organization can make.

A high school English teacher in a Northern suburb faced what others have faced—an attempt to ban *Of Mice and Men*. This time, the faculty was ready for the censor. Their master contract included an academic freedom clause. Their principal and superintendent supported their cause. The result of the controversy was in doubt only because a school board election controlled the final outcome. Reports the teacher:

> "We lobbied the board to delay the vote on the issue until after the May school board elections. We worked hard and succeeded in electing a supportive school board member. The final vote was four to three to keep the book.
>
> "We had everything in place—an academic freedom clause, a formal complaint procedure, a strong local association supporting us, and knowledgeable people in the community backing freedom of inquiry.
>
> "But even with all these positive things in our favor—because this is an issue so loaded with emotion—the final outcome depended on a political vote. The school board, with one vote, could have destroyed or seriously damaged everything we have built up. So, even with everything in place, the issue of intellectual freedom is essentially a political issue, requiring activism and organization."

The experiences of these teachers are not atypical. The danger is that such experiences—ugly, painful, and repugnant to all who cherish liberty—are becoming increasingly common. In many states, however, teacher leaders are now working to organize the profession to deal more effectively with destructive criticism. They are better prepared for active participation in the struggle to protect freedom of inquiry.

Teachers now recognize that they cannot allow destructive critics to control the educational debate between the teaching profession and the general public. Those in the profession—those who serve in the classroom—must restructure the debate. They must direct the nation's energy away from bogus issues and toward genuine issues: What must be the goals of education for the postindustrial world of the twenty-first century? How may we best prepare students for that demanding future?

These questions reflect appropriate priorities. They are the priorities of dedicated classroom teachers. And they suggest what we should have known all along: Teachers must deflect interest away from the debate over "dirty" words. Teachers are the ones on whom the nation must count to direct its vision toward a new debate—a debate over the ways in which we may all cooperate to ensure that our children receive the education they deserve, the education we owe them.

Ms. Massie is an inquiry specialist for NEA Human and Civil Rights.

Surviving Censorship: A Checklist

_____ 1. Does your master contract (or school district policy) include a clause expressing a commitment to intellectual freedom?

_____ 2. Does your school district have a written policy on instructional materials selection? Has your board of education formally adopted it?

_____ 3. Does the policy include a procedure for handling complaints?

_____ 4. Does the policy provide guidelines for handling controversial classroom issues?

_____ 5. Does your school system communicate with civic, religious, educational, and political bodies in your community? Does your local Association maintain communications with such groups?

_____ 6. Does your school system have written rationales to explain the use of specific classroom materials, especially those that students are required to use?

_____ 7. Does your school system maintain a vigorous public relations program on behalf of intellectual freedom?

_____ 8. Is your Association aware of groups in your community who are likely to initiate complaints about instructional materials?

_____ 9. Is your Association aware of groups in your community who are advocates of intellectual freedom?

_____ 10. Is your Association in contact with state and national organizations advocating intellectual freedom that might provide assistance in the event of censorship attacks?

If you answer *No* to any of the above, you are vulnerable to unreasonable attacks on intellectual freedom. Assistance in developing policies and procedures to support intellectual freedom is available from—

- American Library Association, 50 E. Huron St., Chicago, IL 60611.
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- National Council for the Social Studies, 3615 Wisconsin Ave., N.W., Washington, DC 20016.
- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.
- NEA Human and Civil Rights, 1201 16th Street, N.W., Washington, DC 20036.

Adapted from Selection Policies: A Guide to Writing and Updating, *prepared by the Intellectual Freedom Committee of the Michigan Association for Media in Education.*

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Salary Schedules: Their Rationale, Their Purpose

SHEILAH VANCE

Higher education institutions may be resisting precisely what quality demands.

Unpredictable. *For most U.S. higher education faculty members, that is the word that most accurately describes their year-to-year salary picture. In the absence of a* salary schedule—*an official statement that both designates minimum and maximum salaries for each academic rank or level of preparation and specifies yearly increments—most faculty members never know what may come next. The capriciousness of the marketplace, the whims of administrators, ad hoc policy change—any one of these may determine salary increases (or decreases).*

The NEA has consistently advocated policies that would protect higher education faculty from such whimsy. In the interview that follows, William Graybeal, NEA research specialist, explains to NEA Communications staff writer Sheilah Vance the rationale behind this advocacy.

You've often maintained that a salary schedule has as many advantages for the administration as it has for the faculty. Could you explain?

Any time, but particularly when the economy is fickle, colleges and universities need policies that improve the efficiency and the quality of institutional planning.

A faculty salary schedule provides the institution with the information it needs to make fairly precise estimates of the faculty salary budget for the coming year. It thus facilitates effective long-range planning.

Without a salary schedule, the institution spends more time and effort in making salary decisions. Administrators often are forced to resort to individual negotiations with faculty—a time-consuming and duplicative process.

A clear-cut and well-defined schedule eliminates this waste. Decisions about individual faculty salaries are automatically reduced to the application of the institutional policy.

Are there other benefits for the institution?

A salary schedule means a more dedicated faculty. Most people—including faculty—lose their enthusiasm for their jobs if they feel that their salary doesn't reflect their contributions. Often, faculty members suffer the gnawing feeling that colleagues who are less qualified and less productive may be receiving higher salaries.

Such feelings not only deflate morale, but also direct the faculty members' attention toward strategies for improving their salaries. Naturally, this kind of distraction reduces the time and energy they can devote to their primary duties—teaching and research.

A salary schedule provides assurance that salary differences among faculty having essentially the same productivity will be minimized.

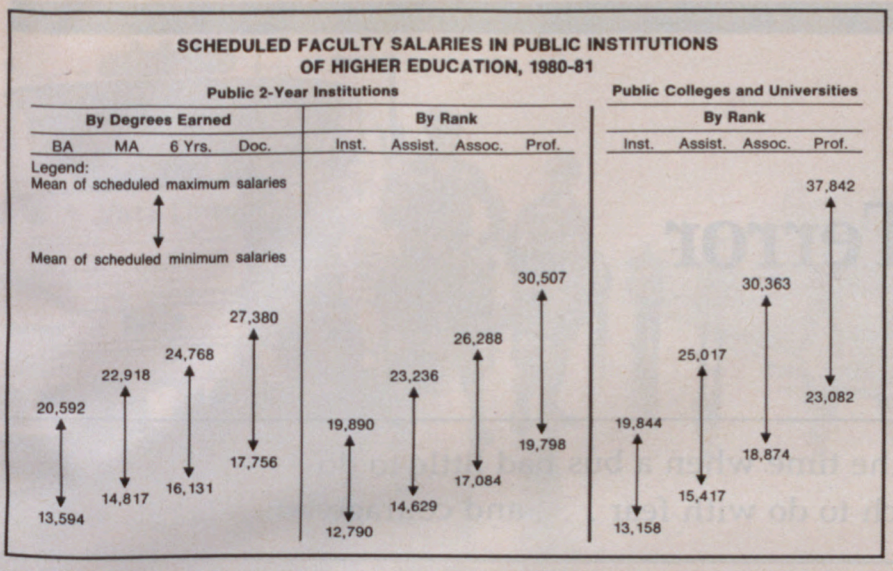
So a salary schedule provides direction and incentive for faculty development?

Yes. The schedule allows the administration to state its assessment of what professional characteristics and accomplishments are valuable to the institution. This assessment, when incorporated into the schedule, provides direction and incentives for faculty development.

For example, differential payments for each faculty rank or level of academic preparation promote interest in achieving higher ranks and/or preparation levels, thereby giving the faculty definable goals. Also, when an administration specifies attractive future salary gains, it may encourage faculty members, particularly younger ones, to remain at the institution instead of seeking employment elsewhere.

How prevalent are salary schedules?

By 1980-81, more than 35 percent of all higher education institutions had schedules. The percentage is highest in the public two-year colleges—56.1 percent. In public four-year institutions, 38.2 percent had salary schedules; in private four-year institutions, 25.3 percent.



What criteria determine salary differentials?

Most differentials, especially at the four-year institutions, are based on faculty rank, with instructors receiving the least and professors the most. In other schedules, such as those at two-year institutions, differentials are based on academic preparation, with the highest salary gains to faculty with a Ph.D. Some differentials are based on a combination of rank and academic preparation.

Faculty rank reflects considerations other than the faculty member's academic qualifications. Some of these factors are the number of faculty already in the rank, the faculty member's national recognition, and his or her contributions to the institution.

It is desirable, in order to encourage faculty to continue to improve their qualifications, to build into the schedule means of recognizing the variety of ways a faculty member can contribute to an institution.

We've talked about the benefits of using the schedules. Are there any drawbacks?

I don't think there's any doubt that salary schedules are beneficial. But, in trying to establish a schedule at a certain institution, the faculty will probably hear arguments to the contrary.

Administrators often maintain that salary schedules dictate a rigid process by which faculty will have improved salaries so long as their service is satisfactory. They argue that this can take the edge off the feeling of insecurity that some people think is desirable for ensuring faculty growth and effectiveness.

Administrators also argue that the salary schedule is a trap—that it reduces the institution's financial flexibility. The salary schedule does not lock in the salary budget, however. Institutions can retain a schedule while reducing salary levels as a whole. If financial pressures force the institution to reduce salaries, having a schedule at least guarantees that the reductions will be equitable.

Faculty, by the way, may also expect some opposition from colleagues who have successfully secured salaries higher than others who are similarly qualified.

What has been the trend in the use of salary schedules?

As I mentioned, the faculty salary schedule—presently found in a majority of public two-year institutions—is used by less than half of other higher education institutions.

Since 1952-53, when NEA Research collected the first national data about higher education salary policies, some growth has occurred both in the number of schools using such schedules and in the proportion of faculty they affect. The major part of this expansion, however, occurred prior to 1970-71 academic year.

In 1952-53, almost 30 percent of all institutions surveyed had faculty salary schedules; by 1970-71, almost 34 percent. These institutions employed 33.5 percent of all faculty.

After 1971, there is little change. In 1980-81, 35.3 percent of institutions had faculty salary schedules, and they employed roughly 38 percent of the faculty.

Can NEA help a local establish a salary schedule?

Yes—in several ways. For most locals, the state affiliate can provide the best assistance. It can provide examples of the salary schedule provisions in both institutional policies and negotiated contracts. These may serve as models for comparable institutions.

At large or multicampus institutions, NEA can assist in planning for the most effective and equitable beginning salary structure. At small institutions, the local can provide this service. The local must forward to NEA Research (or the appropriate state affiliate) lists of faculty, their present salary and rank, years in rank, years in the institution and in higher education, highest preparation, and other pertinent data. This information becomes the basis for the transition to a salary schedule. In order to achieve equity, the institution may need to give some faculty members greater salary increases than others.

We can also, of course, suggest strategies that other faculties have successfully used in negotiating a salary schedule. Faculty members have to expect administrative resistance. But with the facts NEA and the state associations can provide, they should be able to counter such resistance in a firm and effective manner.

What is the best piece of advice you can give faculty members seeking to secure a salary schedule?

The theme that faculty members must return to again and again is that their request for a salary schedule is not simply self-serving. The adoption of a schedule is in the best interests of all who care about the quality of higher education in this nation. □

Wheels of Terror

JAMES FARMER

A civil rights leader relives the time when a bus had little to do with transportation and much to do with fear . . . and courage.

In the enlightened principles and eloquent phrasing of a series of 1950's Supreme Court decisions, Black Americans found reason for jubilation. Almost as quickly, reality reminded them that noble ideas on paper are one thing; their application in a society still saturated with racism, another.

Jubilation turned to disillusionment. And that disillusionment, transformed by Gandhian and Christian ideals, made the 1960's a decade in which Blacks taught White Americans something about the meaning of justice.

Among the teaching strategies Blacks used were Freedom Rides—bus rides that ended at terminals where "White Only" signs plastered everything from urinals to restaurants. The Freedom Riders would enter, violate the segregation injunctions, and accept the consequences. If they were fortunate, they endured prisons. More often, they faced pistols and blackjacks.

The message Blacks—and their White supporters—"bussed" into these dens of bigotry was simple: Recognize our humanity and abandon your inhumanity. In the article that follows, James Farmer, founder of CORE, reminds us of the resistance that met this simple message. Today, the sadness is that the reminder may be necessary.

Captain Ray's index finger shot through the air. "Follow that police officer," he intoned, "and get into the patrol wagon."

The Jackson police chief was destined to repeat that gesture and those words hundreds of times in the next three months as Freedom Riders from 20 states saturated Mississippi jails.

Gunfire shattered the quiet. Jeeps patrolled the streets. The atmosphere was war.

Captain Ray's stabbing finger came to symbolize his role in the drama being played out—that of the little Dutch boy of legend vainly trying to plug a breach in the dike of segregation, to hold back the flood waters of change—to save his city, his state, his way of life.

Scarcely four hours earlier on that day in May 1961, our Greyhound had left a riot-torn Montgomery, Alabama. Through the preceding night, stone-throwing mobs of White men had held Freedom Riders prisoner in the First Baptist Church. Martin Luther King, Jr., who had flown in from Atlanta to join us for a rally at the church, also was caught in the siege. Attorney General Robert Kennedy had flown in U.S. marshals. Governor John Patterson had declared martial law, including a 24-hour curfew, and called to duty the Alabama National Guard.

The next day, as we prepared for the ride from Montgomery to Jackson, occasional gunfire shattered the quiet, enforcing Patterson's curfew. Jeeps patrolled the streets. The atmosphere was war. Among the 30 or 40 nonviolent Black youths readying themselves for their ride from the Alabama antechamber into bigotry's main den, collective determination eclipsed individual apprehensions.

The eclipse was only partial, though: Fear shone through. If any man says that he had no fear in the action of the sixties, he is a liar. Or without memory. And if any think that the leaders were exceptions, let me quickly disabuse them of such a notion. I desperately wanted to avoid taking that ride to Jackson.

Thirteen interracial Freedom Riders—members of the Congress of Racial Equality (CORE)—had begun the ride from Atlanta to

Responding to ambush threats, National Guardsmen flank the highway along the Freedom Ride route.

Montgomery. Alabama had chewed them up. Flame, club, and pummeling fists had brutalized, hospitalized—and in one case disabled—them. Just inside the Alabama line, mobs had brutally pistol-whipped Blacks, clubbed them with blackjacks and fists, and thrown their bloodied bodies into the back of the bus The treatment of Whites who had tried to intervene was even worse: One had suffered a stroke while being beaten and was paralyzed forever.

Mob hatred burned a bus to the ground at Anniston, Alabama. The Freedom Riders, escaping with their lives, were hospitalized for smoke inhalation. In the Birmingham bus depot, Jim Peck, a White Rider, had been left for dead in a pool of his own blood.

Black students from Nashville—members of the Student Non-Violent Coordinating Committee (SNCC) augmented by youthful Black CORE members from New Orleans—dashed in to catch in mid-air the baton dropped by the initial 13. They had not asked if I would ride with them: They assumed that I would.

Because of the death of my father, I had missed the carnage on the ride from Atlanta to Montgomery. But how would I escape Mississippi? If Alabama had been purgatory, Mississippi would be hell.

I had decided not to ride. Cataloged in my mind were all the necessary excuses. When the inevitable question came, I was ready with unquestionable answers.

That decision had not come without inner pain. After all, when I had taken over the helm of CORE four months earlier, I had said that I would be no armchair general.

I would not send troops, but would go with them. But no one would remember that now—that was bravado born of remoteness from reality. Who would expect me to risk being cut down so early in the promise of a leadership career? There would be many other battles—much time to show courage—and how could I let myself be wiped out now. . . . before anyone outside the inner circle of the movement even knew I was there? Not now . . . maybe later. And my father had just died. . . . I should not follow him so soon. Two deaths in two weeks would be too much for my mother. For her sake, I had no right to risk it. The family needed me now.

Yet a grain of ambivalence stuck in my craw. A part of me hoped a "still, small voice" would speak. Just in case, I had packed my suitcase and tossed it into the trunk of a staff car.

When the kids boarded the buses, I watched like a father seeing his children leave home, as

The Riders' arrival at segregated bus depots meant confrontation with authorities and prompt arrest.

they must, and race into an uncertain future. Typically, the father was sad because he could not go along to help them. They were on their own.

On the first bus, the Trailways, they were at least not alone. With them was a young Black Methodist minister, the Reverend James Lawson. A man of much imagination, Jim Lawson must have had the same apprehensions that I had. But he had decided to go anyway. Courage, after all, is not being unafraid, but doing what needs to be done in spite of fear. He fairly leaped onto the bus, with a grim gladness. The students on board smiled and gave me a "thumbs up" gesture, shouting: "See you later, Jim." I returned the gesture and the smile, assuming that they would see me later—*much* later.

Mostly CORE people and some SNCC members boarded the second bus, the Greyhound. The CORE contingent had come at my urging, transmitted by my staff in New York, to keep the "revolution" going. They fully expected that whatever protection my presence could provide would be theirs.

They filed in and took seats. I stood outside and waved farewell. The windows were open, and I extended my hand to a pretty 17-year-old from New Orleans. She took it with some puzzlement. "My prayers are with you, Doris," I said. "Have a safe trip, and when it's over we'll get together and decide what we have to do next to finish the job."

Doris Castle's eyes, already fearful, flickered with terror. "You're coming with us, aren't you, Jim?"

I went through my prearranged litany of excuses:

"I've been away from the office for four weeks, and my desk is piled high with papers. Someone has to raise money to fuel these buses—to keep the revolution going. As National Director I have a solemn responsibility. You understand, of course, being an intelligent young lady. There have to be different roles. All of us want to be where the action is . . . but no such luck. Some of us are stuck with the dull jobs, the supportive ones. Someday, you'll probably be stuck with the dull assignments. I can't be there in person, but you know that I'll be with you in spirit."

Eyes wide, she shook her head slowly, brushing away all my words. She spoke softly, but the words hit like a trip-hammer, driving me, it seemed, part way into the pavement. "Jim. *Please.*"

If there were an ambush, how could I face survivors—if any? If there were no survivors, how to face the parents? I had sent their chil-

dren on a mission of death—and would not go with them. Most of all, how to face myself?

"Get my luggage," I shouted to a CORE staffer standing nearby. "Put it on the damn bus. I'm going."

Doris didn't smile, she just looked. And she suddenly looked tired. Kids grow up fast under fire. and sometimes grow old.

In addition to the kids, six reporters were aboard. This was *the* story of the day. The headlines. The tube. No reporter worth his salt would miss it, whatever the risk. They'd been in Korea, and this could not be any worse. They would soon be in Vietnam (but they did not know that yet). Their faces wore the expectancy of great bylines or immortal photos.

Six Alabama National Guardsmen were on the bus, too, with rifles and fixed bayonets. Grim-faced, they showed little taste for their assignment. Their hearts, no doubt, were on the other side. In a showdown, which way would they point their guns?

Helicopters chopped overhead, scanning the woods and roads. Bobby Kennedy had moved at last. He had ignored the Freedom Ride until the bus was burned at Anniston, and blood was splattered over Alabama, and headlines screamed the tale all over the world. I had rejected his call for a halt and a cooling-off period.

But he had moved. State police sirens howled up and down the highway, warning Klansmen that they were outgunned. The Feds were watching.

Some of the kids on the Greyhound were writing something. Diaries? No. The names and addresses of next of kin. The young men stuffed those grim messages in their pockets; the women, in their bras.

We did not stop at Selma as planned: We learned that a mob was waiting—with chains, clubs, and guns. We would *have* to stop at Jackson, for that was our destination. What would be waiting there?

Mississippi Governor Ross Barnett had been on the airwaves and the tube for several days urging the rural folk, the "rednecks," to stay home and let the law take its course. Whoever violated their sacred segregation laws would be duly punished—but by the law. I felt, of course, that Barnett was not concerned for our lives, but for his state's image while he romanced Northern industry. If we got killed, let it not be on his turf.

But who or what could control the haters? The Governor? The President? The spirit of Gandhi, or the barrel of a gun?

The wheels rolled on. I tossed in the reclining seat. At the state line, a sign: "Welcome to the Magnolia State."

The bus pulled onto the shoulder and stopped. We had no forewarning of this, so anxiety reigned. The Guardsmen showed no concern. The reporters stiffened to an alert, pads, pencils, and cameras ready.

The Freedom Riders all looked at me, searching for a cue. I tried to remain emotionless.

The driver of the bus left, and a new one replaced him. The Alabama National Guardsmen left, and a Mississippi contingent replaced them. The Director of Public Safety of the State of Alabama then boarded the bus and whispered to one of the reporters. As the Director left the bus, the privileged reporter passed his message on to the other five. Those five left the bus.

Wheels rolled again. "I was informed," the remaining reporter told me, "that an ambush will destroy this bus just inside the Mississippi border." The Freedom Riders' eyes were on me, questioningly. I relayed the ominous report, forcing a smile, as though everything were under control. They smiled back.

We rolled on. One young man burst into song, to break the tension:

"I'm a-takin' a ride
On the Greyhound Bus Line
I'm a-ridin' the front seat
To Jackson this time."

Some of the kids were writing. Diaries? No. Names and addresses of next of kin. The young men stuffed those grim messages in their pockets; the women, in their bras.

Everyone joined lustily in the chorus:

"Halleluja, I'm a travellin'—
Halleluja, ain't it fine?
Halleluja, I'm a travellin'
Down Freedom's main line."

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Again the chorus, and we felt better: Song stiffens the spine Sleep was gone This was Mississippi.

We reached a heavily wooded area. On both sides of the road, great forests. Huge oak trees rose in majesty from the swamplands, laden with moss. The foliage was dense. One could almost see the water moccasins and hear the rattlesnakes.

One could almost see, too, the runaway slaves of a century ago sloshing through water and hiding behind trees as they fled pursuing hounds. Visions of Harriet Tubman and the Underground Railroad. Visions, too, of ropes, of black bodies swinging, with bulging eyes and swollen tongues.

National Guardsmen flanked the highway, rifles pointed toward the forests. We could hear an offi-

cer with a bullhorn: "Look behind every tree!"

This clearly was where the authorities expected the ambush. It did not come.

The bus pulled into Jackson in an eerie stillness. The streets were nearly deserted. Maybe Ross Barnett had succeeded. Or maybe everyone was at the bus terminal. Waiting for us.

We pulled into the terminal. And there it was. The huge crowd of White men. Solemn, unexpressive faces. Just standing.

"This is it," I thought. "But it's what we came for; we can't sit here and hide."

So I made my way down the steps of the bus. An attractive Nashville student, Lucretia Collins, followed me out the door and linked arms.

The crowd, curiously, did not attack. Instead, it divided, forming a passageway to the White waiting room. They knew where we were going. Head high, I looked to neither side, trying to conceal my apprehension.

(That crowd, I later learned, was made up of federal agents, plainclothes police, and media people. Ross Barnett's appeal had worked.)

Lucretia and I, arm in arm, crossed the White waiting room, sipped from the White water fountain, and walked to the White restaurant entrance.

There was Captain Ray, blocking the doorway. He asked my name and nodded slightly when I told him. Three times he ordered us to move on, and three times I refused on grounds of the Supreme Court decision in the Boynton case. (*Boynton* v. *Virginia*, 1960, in which the Court ruled that segregation according to race, in bus terminal facilities used by interstate passengers, was unconstitutional.) Captain Ray asked if we understood his order. I replied: "Perfectly."

(It was all very civilized; the nation was watching through TV cameras. Bigotry has many faces, and unlike Alabama, where Klan hooliganism had been allowed to run amok, Mississippi was putting its best face forward.)

We did not stop at Selma. We learned that a mob was waiting—with chains, clubs, and guns. But we would have to stop at Jackson. What would be waiting there?

The Captain ordered our arrest and commanded us to enter the patrol wagon. "What are the charges?" I asked.

He looked at the ceiling momentarily, then replied "Disturbing the peace, disobeying an officer, and inciting to riot."

We turned, followed the waiting policeman, and climbed into the patrol wagon.

Youthful Freedom Riders, directed by Captain Ray's thrusting forefinger, quickly filled the wagon. Ray's troops slammed shut the doors and latched them. The wagon leaped forward toward jail. The siren of the squad car escorting us violated the quiet of the city. Somehow, the sirens of Jackson seemed fiercer and angrier than any I'd ever heard before—like some terrible jungle beast screaming its defiance at the whole world, defending its young from invading animals.

Suddenly another sound, counterpoint to the shrieking siren, exploded through the barred windows of the paddy wagon. "We Shall Overcome" came first, and we sang at the top of our lungs, as though shouting to straining ears in cotton fields and shacks on plantations in the far reaches o the state.

The greatest fervor was reserved for the stanza:

"We are not afraid.
We are not afraid.
We are not afraid *today.*
Oh, deep in my heart
I do believe
We shall overcome some day."

WE SHALL OVERCOME. New words and musical arrangement by Zilphia Horton, Frank Hamilton, Guy Carawan, and Pete Seeger. TRO-© Copyright 1960 and 1963, Ludlow Music, Inc., New York, N.Y. Used by permission.

I wished, I must confess, that singing could make it so. It almost did. We sang loudly to silence our own fears. And to rouse our courage. No armor is more impenetrable than song.

Then came "Ain't Gonna Let Nobody Turn Me 'Round," accompanied by clapping hands and stamping feet.

"Ain't gonna let nobody turn me 'round, turn me 'round, turn me 'round.
Ain't gonna let nobody turn me 'round.
Gonna keep on decidin' to keep on a-ridin'—
Ridin' to the Promised Land."

Traditional, arranged by Joan Baez. © 1978, Chandos Music, ASCAP. Used by permission.

The wagon drew to a halt. Police unlatched its doors, and we filed out. Camera eyes blinked. Two dozen policemen with rifles stood at alert. Silent gestures directed us toward the door of the Jackson City Jail. In single file we entered through the cordon of protectors.

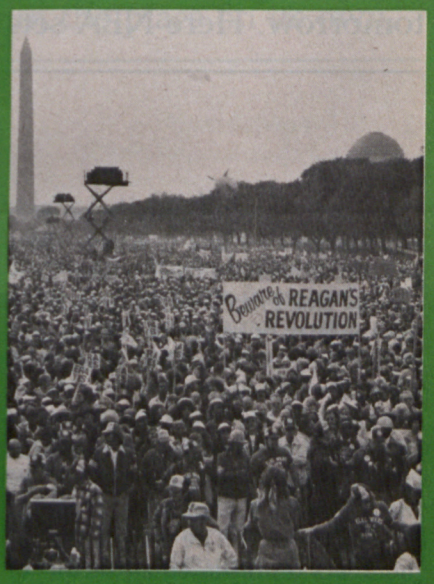
As the door closed behind us, it shut out the smell of magnolia blossoms.

It also locked out civility.

Mr. Farmer, the founder and former director of the Congress of Racial Equality (CORE), is now executive director of the Coalition of American Public Employees. This article was adapted from Chapter 1 of Mr. Farmer's forthcoming book Lay Bare the Heart. *Copyright © 1983 James Farmer. Reprinted by permission of Coward, McCann & Geoghegan, Inc.*

NEA's Position on

Higher Education Issues



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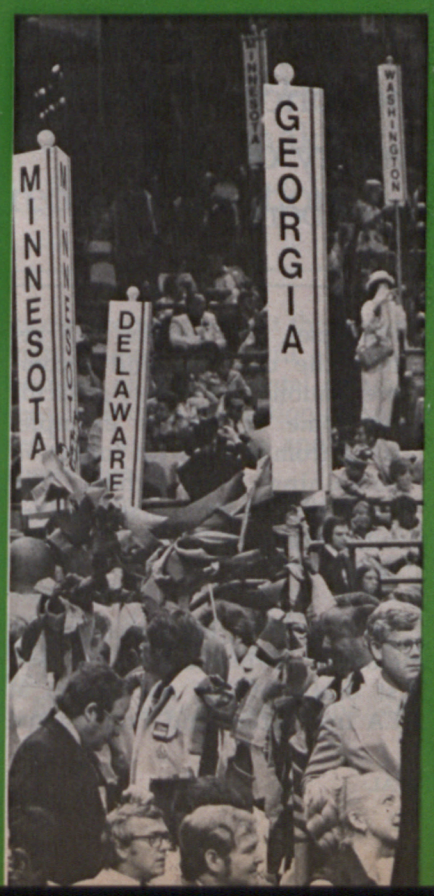


Your Teaching, Your Future

Relations with the institution affect a faculty's classrooms today, its career security tomorrow. Here NEA sets out positions on crucial aspects of these relations.

The NEA position papers on *Faculty Governance and Collective Bargaining, Academic Freedom,* and *Tenure and Due Process* culminate more than a year of study, writing, and revision by NEA higher education members and staff.

The idea for the papers came from the former NEA Higher Education Council (now replaced by the Standing Committee on Higher Education). The Council's 13 members represented all sectors of higher education. In 1979 the Council took a position encouraging NEA to develop and publish position papers and policy statements on several major subjects of concern to higher education faculty. NEA granted the Council's request.

The specific subjects chosen were a response to recent attempts by college administrations to siphon authority away from traditional institutions of faculty governance and to use fiscal retrenchment as an excuse to destroy the tenure system.

Major responsibility for preparing the documents went to Don Keck, higher education specialist with NEA Affiliate Services. Keck possessed a practical knowledge of tenure and due process drawn from his work with faculties.

In October 1980, an advisory committee of members from two- and four-year institutions began meeting to provide ideas about the content of the papers and to help in the writing.

Callie Waldrop, an instructor at Gadsden State Junior College in Alabama, describes the advisory committee's work:

> "We shared the types of situation that existed on our own campuses. The papers thus reflect the concerns and recommendations of a variety of faculty. Some of us, for example, come from states with collective bargaining laws. Others, like myself, come from states where collective bargaining is not yet a reality."

The papers reflect the concerns of a variety of faculty members.

Early in 1981, higher education members reviewed and revised first drafts of the documents at NEA Instruction and Professional Development regional conferences held in Wisconsin and New Jersey.

Kathy Hanna, a member of the University of Minnesota-Waseca Education Association, led the Wisconsin session. "We wanted the papers to reflect as many of the comments of individual faculty members as they possibly could," she says.

Howard Parish, an oceanography professor at Jersey City State College, led the other panel. "The faculty felt we needed to have NEA take a position on these concerns," he says. "We saw this as a move in the right direction."

Concerned that the language adequately reflect NEA members' concerns, committee members continued to modify the documents throughout the year. The Higher Education Council and, later, the newly created Standing Committee on Higher Education also reviewed the papers. In the spring of 1982, the papers were published. In addition to Waldrop, Hanna, and Parish, the active members of the advisory committee were Jeanne Christiansen of the University of Maine at Farmington, Paul Mehta of Minot (North Dakota) State College, John Thompson of the University of Hawaii, and Jack Turner of Cabrillo College (California).

Faculty Governance and Collective Bargaining

A union contract can help a faculty keep pressure on university governance—not such a bad idea, with administration likely to try to run the place on its own.

I. Faculty Governance

A. What Is Faculty Governance?

The term "faculty governance" (or "collegial governance" or "academic governance") refers to the procedures by which college and university faculties participate in the institutional decision-making process.

Faculty governance encompasses a wide variety of issues, including:

1. Academic or educational policies, such as curriculum, degree requirements, and academic standards
2. Personnel decisions relating to the selection, promotion, and tenuring of faculty members, and the procedures by which these decisions may be appealed
3. The terms and conditions of faculty employment, such as salaries, benefits, and class size and load policies
4. Long-range institutional planning and resource allocation.

The degree of faculty participation in the decision-making process varies considerably from one institution to another, depending on the type of institution (e.g., graduate/research university, state college/university, technical/community college) and on the kinds of issues involved.

The governance process takes place at many levels. In a large university/multiversity there will usually be a universitywide or systemwide senate, assembly, or council (hereinafter referred to as the senate), with a significant number of committees and subcommittees. At the campus and/or collegiate level there will often be a campus or collegiate senate with its own committees. At the departmental level there will also be a number of departmental committees, including a selection committee and a promotion and tenure committee.

> Faculty governance is usually advisory, a matter of making recommendations.

In a small, single-campus college or a technical or community college, the governance system may consist of no more than a number of campuswide committees, often appointed by the president.

Except where decisions are reached through collective bargaining, faculty participation in the institutional decision-making process is advisory in nature. Faculty governance is not a decision-making process. It is a recommendatory process in which faculty, acting through various agencies of governance (e.g., senates and committees), study an issue, debate the merits of various actions, and recommend a policy or course of action to the administration. Effective authority to adopt a policy or take an action lies exclusively with the administration and/or the governing board.

B. What Are the Criteria for Effective Faculty Governance?

Many faculties do not yet have collective bargaining (and will not have it in the foreseeable future). In the absence of collective bargaining, such faculties must rely on traditional procedures for faculty participation in institutional decision making. The following principles can help to make existing systems of faculty governance more effective:

1. Senates and committees at all levels should exist by virtue of their own constitution and bylaws, which clearly define their responsibility and authority.

These documents should be

drafted and approved by the faculty concerned or by their elected representatives. They should be subject to amendment only by the same process. They should not be subject to unilateral alteration, suspension, or revocation by the administration or governing board.

Faculty participation in institutional decision making should not be based on the largess or subject to the whim of the administration and governing board.

2. All elements of the faculty should be represented in the governance system at all levels.

This should include both tenured and nontenured, full- and part-time, instructional and noninstructional members of the faculty. Faculty representatives should be selected by a system of peer election. They should not be appointed by the administration.

3. Members of the administration may be represented in the governance system in an ex officio, nonvoting capacity.

They should be appointed by the president or some other administrative officer. In whatever capacity they serve, it must be clearly understood that administrative representatives are there to represent the views of the administration, not to speak for the faculty.

4. Elected student representatives might also participate in the senate and on some committees for specific purposes.

For example, students might serve on faculty committees that deal with academic policies of special concern to the students, such as academic standards and graduation requirements. But neither students nor nonacademic personnel should participate in faculty governance bodies that deal with matters of purely faculty concern, e.g., with the welfare of the faculty or with the terms and conditions of faculty employment.

5. Officers of governance bodies should be elected by the appropriate faculty constituencies.

The president of the institution, for example, should not preside automatically over the senate.

6. Faculty, through the governance system, should have the authority to make recommendations concerning the entire range of decisions affecting the operation of the institution.

Effective participation in institutional decision making requires that the senate and committees have broad authority to deal with a wide range of matters, including academic policies and programs; terms and conditions of faculty employment; the selection, promotion, and tenuring of faculty; the allocation of resources within the institution; long-range planning; expansion; and retrenchment. The more narrowly the authority of faculty governance bodies is defined, the less effective they will be.

7. Faculty governance bodies must have full access to all relevant information (including, but not limited to, budgets, records of expenditures, audits, planning documents, studies, and recommendations of consultants).

To the extent that faculty senates and committees are denied access to information, their ability to function effectively is constrained. Exclusive control of information places unlimited power over the decision-making process in the hands of the administration.

8. Faculty participation in the decision-making process must take place BEFORE decisions are reached.

To the extent that the administration solicits faculty "input" and/or "reaction" to decisions it has already made, faculty governance is merely a ritual that can have no significant effect on the institutional decision-making process.

9. The administration should be required to explain in writing any rejection or modification of the recommendations of any agency of faculty governance.

To the extent that faculty recommendations are regularly ignored or vetoed by the administration, faculty governance is a sham and plays no meaningful role in the institutional decision-making process.

If the administration rejects or modifies the recommendations of a faculty governance body, the original recommendations of the senate or committee should be submitted to the governing board along with those of the administration. Representatives of the appropriate agency of faculty governance should have direct access to the governing board, with the right to appeal any administrative action or decision to the governing board.

II. Collective Bargaining

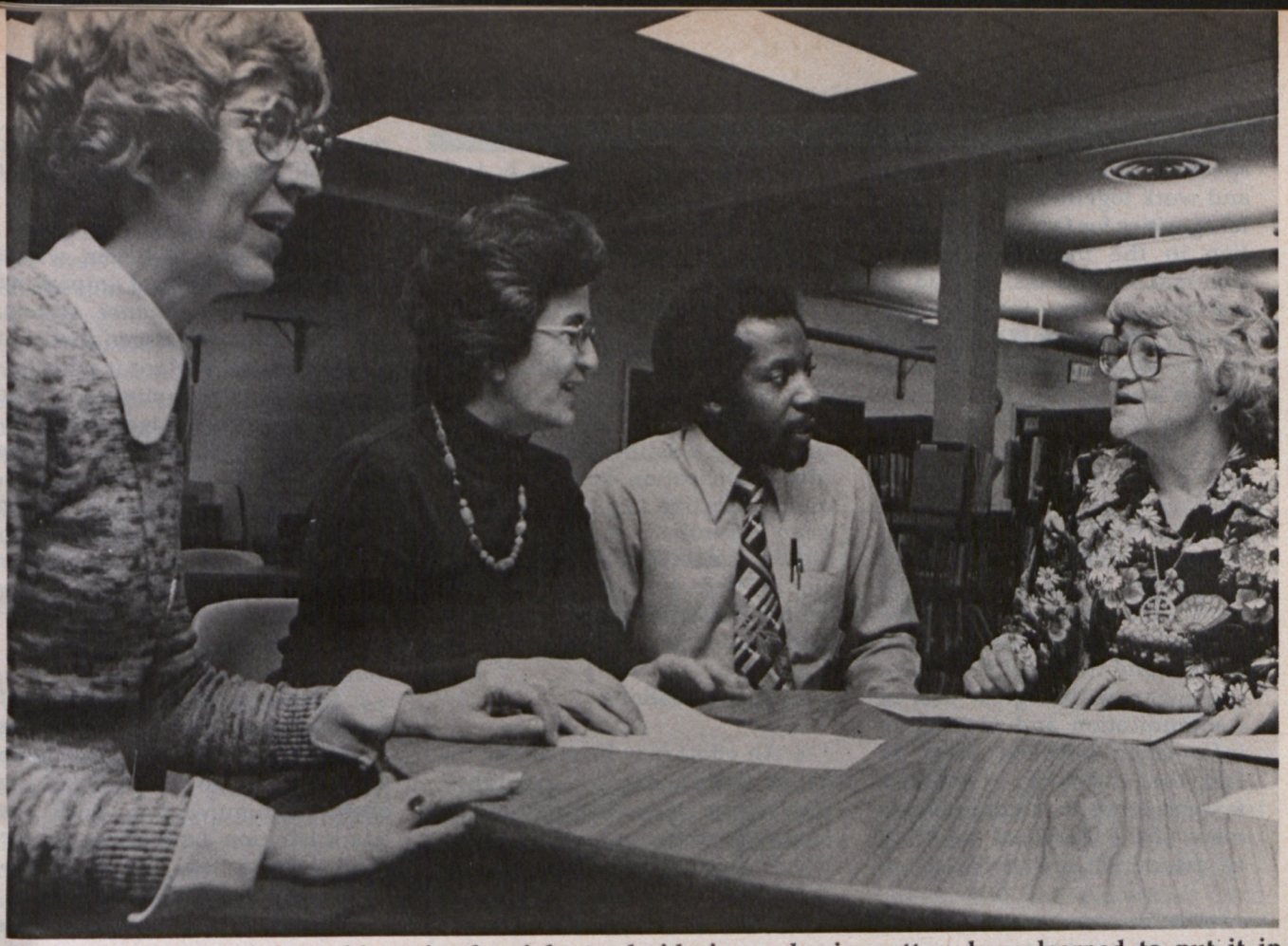
A. What Is the Impact of Collective Bargaining on Faculty Governance?

Collective bargaining in itself is a form of faculty participation in institutional decision making. It is, in fact, a more effective method of faculty participation than the traditional system of faculty governance, particularly where terms and conditions of employment and grievance procedures are concerned. Collective bargaining establishes a legally binding contractual relationship between the parties.

Collective bargaining is a process of bilateral decision making in which issues of concern to the faculty are discussed with the administration and the differences between their points of view are negotiated. Through the negotiations process, agreements are reached which take the form of a written contract covering the terms and conditions of faculty employment. The contract is ratified by each party and becomes a legally binding code governing the relationship between the parties.

While the traditional governance system is a quasi-legislative, recommendatory process, collective bargaining establishes a legally binding contractual relationship between the parties.

Research shows that where collective bargaining exists in institutions of higher education, the governance role of the faculty has been strengthened.



Faculty members who would retain the right to decide in academic matters have learned to put it in writing—in a collective bargaining agreement if they can get one.

"Faculty as a whole gained formal governance power through the union contract. Even on campuses where faculty enjoyed considerable decision making power, the contract legitimated and, in many cases, broadened the scope of the faculty's governance role. . . . Departments, as academic units, either retained their former decision making power or gained additional power as a result of unionization. Nearly all academic and most personnel decisions were made at this level and usually prevailed. . . ." (Barbara A. Lee. "Governance at Unionized Four-Year Colleges." *Journal of Higher Education* 50:581-82; No. 5, 1979.)

B. What Is the Appropriate Relationship Between the Traditional Governance System and the Faculty Bargaining Agent?

The answer is as complex as the diversity of institutions. Generally, it depends on the pre-existing condition of the governance system at each institution.

1. At institutions with a long tradition of effective faculty governance, the traditional systems of governance should be not only preserved but strengthened through the bargaining process. The faculty bargaining agent, of course, assumes full responsibility for the negotiation of a collective bargaining agreement covering the terms and conditions of faculty employment (including such matters as salaries, benefits, workloads, leave policies, promotion and tenure, and grievance procedures) and for the processing of faculty grievances. The senate/committees retain responsibility for all matters related to academic policy (such as curriculum, admission requirements, institutional research policies, and the multitude of other issues that concern faculty members in their professional capacity as teachers and scholars) and for personnel recommendations (concerning the selection, promotion, and tenuring of individual faculty members). The authority of these governance bodies (senates and committees) within their areas of responsibility is generally strengthened, either through formal contract provisions defining the scope of their authority or as a consequence of the increased power the faculty acquires through the bargaining process.

"This (dual track) governance system is most common among graduate/research universities and also occurs in many four-year colleges/universities and some two-year colleges. The system normally works harmoniously and effectively. The faculty association and the senate/committees soon develop a clear

working definition of their respective spheres of authority and work together as two parallel agencies for faculty participation in the institutional decision-making process. Instead of a strictly advisory function, the faculty now works in two ways—in its traditional advisory role as well as in its role as bargaining agent. Each of the agencies of faculty governance operates in its own sphere and by its own methods. The relationship between the two is usually complementary rather than competitive. Often a close working relationship develops between the leadership of the senate/committees and the faculty bargaining agent, with a great deal of communication and sharing of information between them. In fact, the leadership of the two systems tends to overlap, so that many of the leaders of the faculty association are active members of the senate/committees and vice versa. (Barbara A. Lee. "Contractually Protected Dual Track Governance at Unionized Colleges." Paper presented to the Association for the Study of Higher Education, Washington, D.C., March 4, 1981.)

2. There are institutions of higher education, however, where the previously existing system of faculty participation has been weak and ineffective (e.g., where it has been controlled, manipulated, or simply ignored by the administration). There are other institutions where no form of faculty governance existed prior to collective bargaining.

In such situations:

a. An effort may be made by the bargaining agent to strengthen (i.e., reform) the existing system of faculty governance or, where none exists, to create a senate/committee structure, incorporating it into the collective bargaining agreement.

b. Sometimes, however, where there is little hope of improving the existing governance system, the faculty may choose to abolish it altogether and replace it with faculty association committees. The faculty bargaining agent then assumes the responsibilities of the governance system. The association becomes the sole mechanism by which the faculty deals collectively with the administration—both through the negotiations process and through the meet-and-confer process.

c. In a few cases, the traditional senate/committee system, while continuing to function, has been subordinated to the bargaining agent, communicating with the administration only through the faculty association. ➤

Collective Bargaining and Traditional Governance in Massachusetts

The University of Massachusetts at Amherst is one institution where a dual track system is in place—a senate/committee structure works alongside the faculty bargaining agents.

In fact, many of the established governance procedures are built right into the contract of the Massachusetts Society of Professors (MSP), an NEA and Massachusetts Teachers Association affiliate.

"Putting these governance functions into the contract strengthens the senate because the administration has to listen to the senate in certain academic and curriculum areas just as they have to listen to the union in others," says John Bracey, chair of the MSP grievance committee and associate professor of Afro-American Studies.

"The traditional faculty prerogatives are all strengthened because many of them are now grievable. Many grievances on prerogatives deal with course assignment, changes in curriculum, and course content," Bracey adds.

The contract's Article XII secures to the faculty the primary responsibility in academic matters, such as curriculum, subject matter, and methods of instruction.

The Article requires that the employer maintain and utilize the current mechanisms for eliciting advice from the faculty on academic matters (such as the faculty senate). The employer also may charge appropriate faculty groups and individuals with academic responsibility consistent with the terms and provisions of the contract.

The contract provision on procedures for retrenchment for programmatic reasons states that if the employer proposes to abolish or reduce an academic or library unit, the bargaining unit and the governing bodies have at least 60 days to respond to the proposal.

In addition, the existence of the union helps the faculty understand, suggest, and prepare for long-range plans. The union must receive copies of the administration's plans and has a right to respond, says Bracey. In this case also, the union works parallel to the appropriate senate committee.

C. Which of These Alternatives Is Best?

1. Where the traditional governance system has been reasonably effective, it should be preserved and strengthened and a dual track system established, with a strong senate/committee structure working alongside the faculty bargaining agent. (If the traditional governance system is to be strengthened, it should be reformed, where necessary, in accordance with the "Criteria for Effective Faculty Governance" outlined in I. B of this document.)

2. Where the existing governance system has been weak, ineffective, ignored, manipulated, or dominated by the administration, it should be reformed and strengthened, if possible. Only where reform is impossible should the traditional senate/committee structure be abolished and replaced by a system that places full responsibility with the faculty bargaining agent.

3. Where there is no pre-existing governance system, a senate/committee structure may be created through the bargaining process. In situations where this is not feasible, all governance functions should be assumed by the faculty bargaining agent.

The role of the local NEA affiliate (i.e., the faculty association) is to represent the faculty as effectively as possible. The faculty association will adopt whatever policies and take whatever actions are most appropriate to meet the needs of the faculty under the circumstances that obtain in each bargaining unit. The controlling factors that will determine these policies/actions will be the effectiveness or ineffectiveness of the existing governance system (if any) and the needs and desires of the faculty as a whole. The situation at each institution is unique, and the decision in every case must be based on the specific circumstances that exist in each bargaining unit. □

Academic Freedom

The NEA has worked for decades to ensure that faculty are free to teach and publish as they see fit.

The academic life is a life dedicated to the search for truth and the dissemination of knowledge. These two functions define the role of the teacher/scholar. The proper performance of these functions requires that the practice of scholarship and teaching must be free of, and unrestricted by, political, economic, social, philosophical, religious, or racial dogmas of any kind. The purpose of academic freedom is to protect and preserve that way of life.

I. Evolution of the Idea of Academic Freedom

The principle of academic freedom originated in the German universities during the late seventeenth century. It was intended to guarantee to the academic community a degree of freedom in teaching and research (*lehr freiheit*) and in learning (*lern freiheit*) that was more extensive than that accorded to the ordinary citizen. By the mid-nineteenth century, most European universities adhered to the principles of academic freedom. The concept was established in the American academic community during the early decades of the twentieth century.

In the United States, the concept of academic freedom was defined in the resolutions and statements of principle adopted by various organizations such as the National Education Association, the American Association of University Professors, and the American Civil Liberties Union.

As early as 1928, the NEA adopted a resolution on "The Freedom of the Teacher." In 1935, it established a Committee on Academic Freedom to investigate and report on cases involving violations of the principle of academic freedom and to assist in every way members who were deprived of their positions in violation of that principle. This committee became the DuShane Fund for the Defense of Teachers' Rights in 1949 (now the Kate Frank/DuShane Unified Legal Services Program).

In 1936, the resolution on "The Freedom of the Teacher" became the resolution on "Academic Freedom." It was revised and expanded in 1969 to read—

"The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be part of instructional programs when the judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom

On Solidarity Day last year, union members used their First Amendment rights to protest cuts in people programs—including the ones aimed at our young people in schools and colleges.

is the right of the learner and his teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated."

Other resolutions were adopted condemning loyalty oaths (1938), purges of teachers and books (1956), and censorship of instructional materials and teaching techniques (1968 and 1975).

By the 1950's, these concepts were widely accepted throughout the academic community. Most schools, colleges, and universities adopted official policies guaranteeing the academic and professional freedom of faculty and students.

In addition to the enunciation of the principles of academic freedom by professional associations and the adoption of these principles by the governing agencies of educational institutions, the courts have extended judicial protection to the principles as part of the "penumbra" of the First Amendment to the U.S. Constitution. In *Griswold* v. *Connecticut*, for example, the U.S. Supreme Court in 1965 held that—

"The state may not, consistently with the spirit of the First Amendment, contract the spectrum of available knowledge. The right of freedom of speech and press includes not only the right to utter or to print, but the right to distribute, the right to receive, the right to read . . . and freedom of inquiry, freedom of thought, and freedom to teach . . . indeed the freedom of the entire university community. . . . Without these peripheral rights the specific rights would be less secure. . . ."

II. Definition and Scope of Academic Freedom

Academic freedom is the absence of constraint or coercion in choosing what one will teach, investigate, study, present, and discuss in all fields of learning. There are two aspects of academic freedom, as it pertains to (1) the role of the faculty member as a teacher, scholar, and practicing professional, and (2) the role of the faculty member as a citizen, apart from his/her professional activities.

1. As a professional, the faculty member enjoys academic freedom when he/she is able to teach, conduct research, speak and write in the manner he/she finds most consonant with the pursuit and

dissemination of knowledge. Each faculty member has the right to express, without censorship, reprisal, or arbitrary limitation, the results of his/her scholarly investigations. Academic freedom is denied when, through actual, threatened or implied penalties, restrictions, discriminatorily applied policies, or a repressive atmosphere, faculty are restrained in the performance of their professional activities.

As a professional scholar and teacher, the faculty member has the right to present and discuss without constraint all relevant opinions and beliefs and the premises upon which they are based. He/she must be free to generate and test hypotheses through scholarly research and to present the findings and conclusions in the classroom, at academic conferences, and in scholarly publications and other appropriate forums.

2. As a citizen, the faculty member enjoys the same freedoms as any other citizen when engaging in activities not related to his/her professional responsibilities. This includes the freedom to express publicly his/her views on all matters that may concern him/her as a citizen; to participate in political, religious, social, and other organizations; to organize for the purpose of promoting his/her interests and welfare as an employee; and to exercise all other freedoms protected by the U.S. Constitution.

A faculty member should not be censored or penalized by the employer—e.g., an institution of higher education—for views expressed on any subject as a private citizen. When a faculty member speaks, writes, or acts in his/her capacity as a private citizen, it must always be assumed that he/she is speaking, writing, or acting on his/her own behalf, unless specifically identified as a *spokesperson* for the institution of higher education.

The exercise of academic freedom by a faculty member should not be contingent upon any limitations imposed by an institution of higher education, the state, or the community at large. Nor should the exercise of any rights under the U.S. Constitution by a faculty member in his/her capacity as a private citizen be subject to any restrictions that are not imposed on all other citizens.

III. Academic Freedom and Professional Standards

The academician, when performing his/her professional functions of teaching and scholarship (research and publication), has a professional obligation to adhere to the standards of teaching and scholarship commonly accepted by the academic community. The advocacy of academic freedom should not be construed as a denial of rigorous standards of objectivity and commitment to truth in teaching and scholarship.

Academic freedom does not justify the misuse of an academic position or failure to live up to the highest professional standards in research and teaching. Such activities as inhibiting free inquiry in the classroom, using the classroom to propagandize for partisan political or ideological causes, distorting or falsifying the results of scholar-

An Enforceable Right in Maine

The University of Maine faculty had adopted as university policy the American Association of University Professors' 1940 statement on academic freedom. But that was before the faculty members voted for collective bargaining.

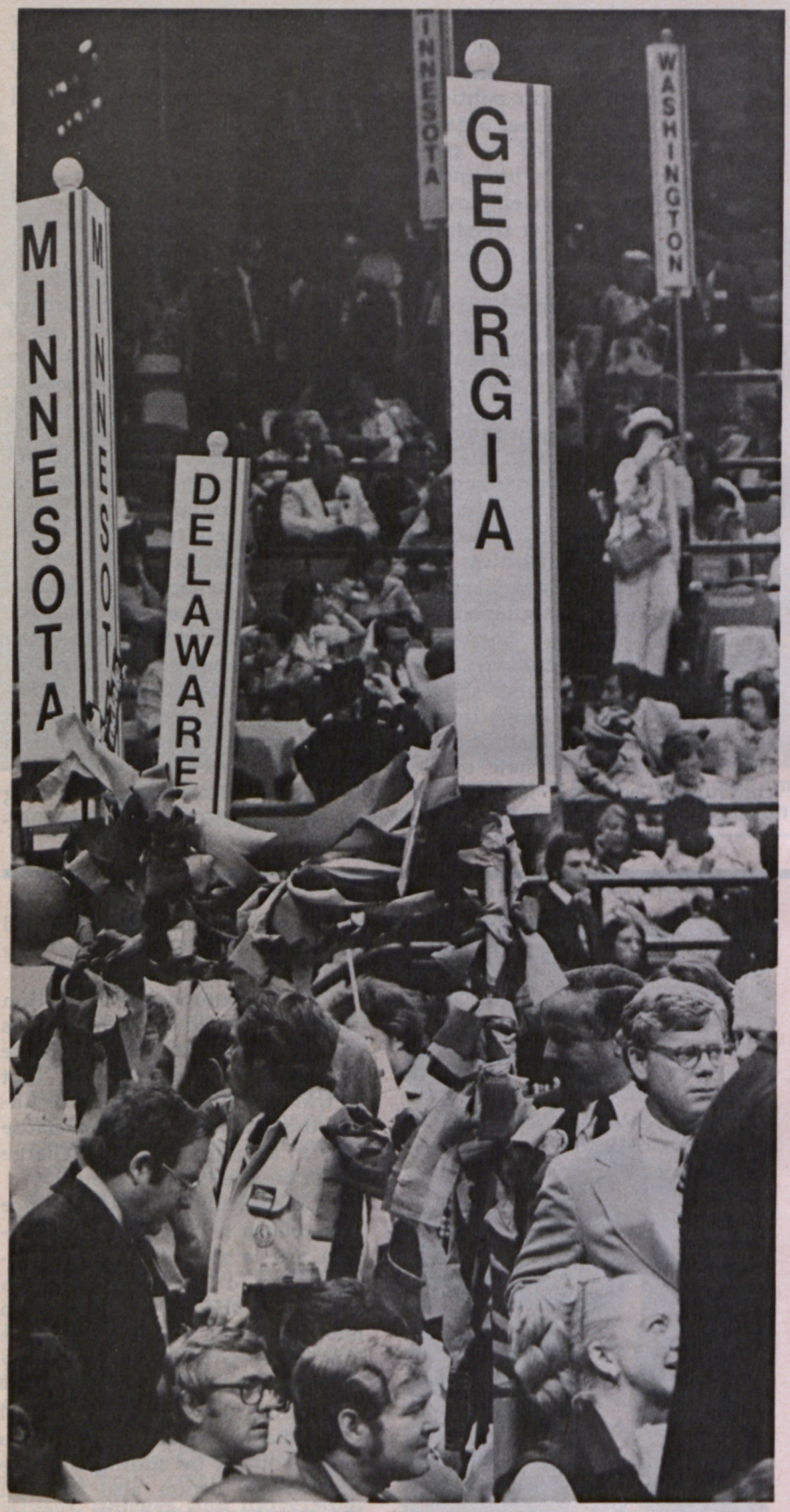
At that point, some faculty members began to argue that an academic freedom statement standing alone was unenforceable. They needed an enforceable statement.

Faculty negotiators therefore wrote an academic freedom clause as Article II of the first contract between the University of Maine and the Associated Faculty of the University of Maine (AFUM), an NEA and Maine Teachers Association affiliate. According to AFUM president Gerald Work, academic freedom was made a part of the contract because it was "one of the

principles that the university and faculty strongly agreed that they wanted to etch in stone."

Work, a counselor education professor, served for two years as chair of the campus grievance committee. He points out that AFUM will bring a grievance under the academic freedom clause only in conjunction with a charge under another specific clause.

"It is difficult to file a grievance that relates to the academic freedom article alone," he says, "because it's difficult to establish cause and effect." But suppose a member files a grievance because the university has unilaterally changed his or her teaching assignment. The grievance will place that contract violation in a larger context by adding that the university's action also violated the member's Article II right to academic freedom.



Since 1976, NEA has endorsed political candidates. Who better than citizen-teachers can speak out for education?

ly research, or plagiarizing the work of other scholars are not protected by the principle of academic freedom. A claim of academic freedom cannot be used to justify the violation of academic standards.

The proper corrective action for violations of academic standards, however, is not prior censorship or restraint by institutions of higher education or the state, but judgment of a faculty member's professional integrity and competence by his/her peers in the academic community. The professional integrity and competence of the individual faculty member should be judged through evaluation by faculty colleagues competent in his/her academic discipline. Such judgment should be based not on the member's political, economic, social, religious, or other beliefs or opinions, but solely on his/her performance as a teacher/scholar and on his/her adherence to rigorous standards in teaching and scholarship.

Failure of the academic community to deal effectively with violations of academic standards will invite violations of academic freedom by external agencies.

Academic freedom safeguards free inquiry, without which faculty members would be inhibited in the exploration of new and/or controversial ideas. Without academic freedom, the search for truth and the dissemination of knowledge would be severely curtailed.

There undoubtedly will be occasions when it is necessary for faculty members to defend the academic freedom of those whose ideas they abhor. But it is far better to protect the rights of those with whom one disagrees than to accept the suppression of free inquiry. Academic freedom cannot be doled out on a case-by-case basis only to those whose ideas are "acceptable" to the state, the community at large, the institution, or the majority of their colleagues. It must be upheld for all if the principle of free inquiry is to be preserved. □

Tenure and Due Process

You shouldn't have one without the other, because together these mechanisms bring intellectual independence and equity into the professional lives of faculty.

I. Tenure

Tenure is an indispensable component of the system of higher education in the United States. It is essential not only to the welfare of the faculty but to the quality of the colleges and universities in which they work.

The tenure system serves the following purposes:

1. It is the primary instrument by which standards of excellence are maintained in the academic community.
2. It is the faculty's traditional defense against violations of academic freedom.
3. It is the guarantor of due process for faculty members.
4. It is an essential element of collegial governance by which each faculty determines its own composition.

Tenure is a professional status conferred upon a faculty member at such time as the faculty member has been judged by his/her peers to have demonstrated scholarship and teaching ability sufficient to warrant recognition of his/her achievement of predetermined standards of professional competence.

The achievement of tenure by a faculty member carries with it a continuing contract of employment with the institution, which is not periodically renewed and can be terminated only for just cause.

II. The Probationary Period

Probation refers to the period between the initial employment of a faculty member and the achievement of tenure, during which the faculty member's work is under evaluation to determine whether or not it meets the predetermined standards of scholarship, teaching, and/or service (or other appropriate standards) which warrant a tenure appointment.

> Artificial limits on the number of tenured faculty should be abolished.

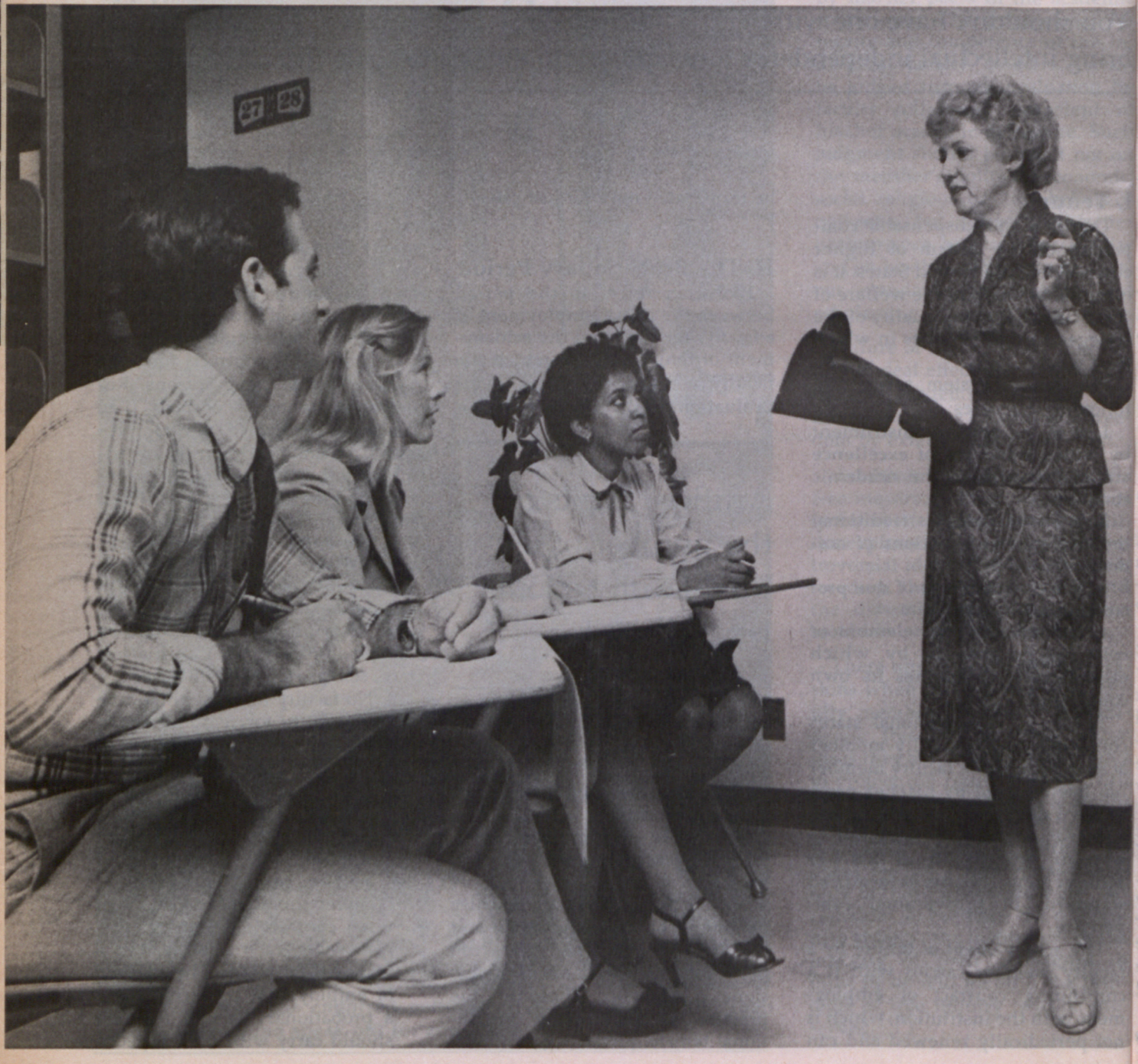
All tenure decisions should be made in accordance with the following principles:

1. Every probationary faculty member should be eligible for and entitled to tenure upon achieving the prescribed standards of professional competence. Therefore, the practice of establishing institutional tenure quotas (e.g., artificial limits on the number of faculty eligible for tenure in each department) should be abolished. Such artificial barriers to the achievement of tenure are unrelated to *any* standards of professional competence and constitute a dismissal (nonrenewal of contract) for arbitrary and capricious reasons. Renewable "tenure" contracts (i.e., contracts subject to periodic renewal at the discretion of the administration) do not constitute tenure and should not be substituted for normal tenure contracts.
2. Standards of professional competence should be established in each department by agreement among departmental faculty.
3. No faculty member should be denied tenure because of his/her race, sex, or religious affiliation.
4. No faculty member should be denied tenure for reasons related to his/her professional or personal opinions or beliefs or his/her private activities.
5. The following procedures should be adhered to in the awarding of tenure:
   a. The probationary faculty member should receive a short-term contract of employment, renewable each year or every two or three years. The contract of employment conferred upon a probationary faculty member should carry with it an expecta-

tion of renewal so long as the faculty member meets the predetermined standards of scholarship and teaching. The probationary faculty member has a right not to be denied renewal of employment for arbitrary or capricious reasons, or for reasons not related to known standards of performance, or for no reason at all, or by an arbitrary or capricious process.

b. Definite, known dates should be established for the renewal of probationary contracts, after which such contracts are automatically renewed. Probationary contracts should be terminated only when the holders of such contracts have received appropriate and timely notice of nonrenewal accompanied by a statement of reasons. Failure to provide appropriate and timely notice or an adequate statement of reasons should result in the automatic conferring of tenure, if it takes place in the final year of the probationary period.

Contract specialists can always find the right wording to ensure due process for members whose institutions subject them to adverse personnel actions.



c. The length of the probationary period may vary depending on the type of institution but should be no longer than is necessary to adequately evaluate the individual's ability to perform the duties for which he/she was hired. The length of the probationary period at major research universities, where the responsibilities of faculty members include research/publication and graduate (Ph.D.) training, should not exceed seven years. At community colleges where the primary responsibilities of faculty members are teaching and community service, the probationary period should not exceed three years. Four-year colleges/universities, which are primarily undergraduate institutions, might require a probationary period that is longer than that at community colleges but shorter than that at research universities.

d. Regular, formal evaluation of the performance of probationary faculty members should be carried out on the basis of established standards as defined in the probationary contract. Without established standards and adequate evaluation procedures, nonrenewals *must* necessarily be arbitrary and capricious. Only a truly effective system of evaluation can ensure that nonrenewals will be based on appropriate reasons and adequate evidence rather than personal bias, rumor, and whimsy.

e. Before taking adverse action against a probationary faculty member, the institution should provide timely notice of any inadequacies which might form the basis for nonrenewal of the faculty member's contract. Furthermore, the institution has an obligation to provide every assistance possible to help the faculty member overcome any inadequacies.

III. Temporary and Part-Time Appointments

The practice of replacing full-time, tenure track positions with temporary or part-time appointments should be abolished. The ever-increasing use of such appointments, in place of tenure track positions, could eventually lead to the disappearance of tenure.

The following principles should be adhered to in the employment of temporary and part-time faculty:

1. The number of temporary and part-time appointments should be strictly limited. Such appointments should be made only for specific, clearly defined purposes.

2. Part-time appointments should be made only where the assignment is to teach less than a normal full load (e.g., classes which cannot be taught by the full-time faculty on an overload basis, or extension courses which members of the community have special qualifications to teach). Full-time, tenure track faculty should be employed whenever there is sufficient continuing demand to provide a full-time teaching load. Anyone assigned to teach a full-time load should be given a full-time, tenure track appointment. Part-time assignments may be renewed indefinitely, so long as the need exists.

3. Temporary appointments should be made only where the assignment is to perform a specific function (e.g., to fulfill a research grant) which has a clear terminal date (e.g., the appointment terminates with the grant). Temporary appointments should not be renewed for more than three years. After the third year, any new contract awarded to an individual in a temporary position should be a probationary contract, and all time previously served under a temporary contract should be counted toward the fulfillment of the probationary period.

4. Both temporary and part-time employees are entitled to all the safeguards of due process during the term of their contract.

IV. Due Process

Due process refers to the standards and procedures which should be adhered to in dealing with any adverse action brought against a faculty member by an institution of higher education. These standards and procedures have their origins in the English common law and are consistent with the First, Fifth, and Fourteenth Amendments to the U.S. Constitution. They are meant to provide fair and equitable treatment for the individual faculty member, ensuring against arbitrary, capricious, or inequitable actions.

The following guarantees of substantive and procedural due process should apply to *all* faculty members (both tenured and nontenured) from the date of their initial employment:

1. Substantive due process embodies the following standards:

   a. The reasons given for an adverse action must not be arbitrary or capricious.

   b. The reasons must be relevant to the ability of the individual to competently perform the responsibilities of his/her position.

   c. The reasons must not, either directly or by their effect, deny an individual the right to exercise any of his/her rights under the Constitution or laws of the United States or the state, nor be a retaliation for the exercise of any such rights.

   d. The reasons given must be genuine reasons, not a subterfuge disguising other unconstitutional intentions.

   e. Finally, the reasons must be sufficient to warrant the actions taken.

2. Procedural due process means that procedures must be available to the individual faculty member to ensure that any adverse action will be dealt with fairly and equitably. Procedural due process embodies the following safeguards:

   a. Appropriate reasons and timely notice should be provided before any adverse action is taken.

   b. It should be the burden of the institution to substantiate its claim and justify its actions through the presentation of

proper, relevant, and sufficient evidence.

c. The faculty member should have an opportunity for a hearing in which he/she and his/her representative(s) will be able to face those responsible for an adverse decision, to hear all the testimony and examine all the evidence, to respond to any adverse testimony and/or evidence, to cross-examine any person(s) giving testimony, and to present evidence in his/her own behalf.

d. The hearing should be open, but may be closed at the sole discretion of the faculty member.

e. The faculty member should have the right to be represented by counsel of his/her own choosing.

f. The hearing agency should render a decision based solely on the unrefuted testimony and other unrefuted evidence *presented at the hearing.*

g. The faculty member should have the right to appeal the decision to binding arbitration by a neutral third party. Where the decision requires a substantive judgment regarding the quality of the faculty member's scholarship or teaching ability, it might be appealed to a committee of peers which has been invested with the authority to render a final and binding decision. Where the decision concerns procedural issues, it might be appealed to binding arbitration by a professional arbitrator.

h. Nothing in these procedures should preclude a faculty member's appealing a case involving a violation of his/her legal or constitutional rights to the courts.

i. Any faculty member whose employment is terminated should be given at least one year's notice of termination.

V. Due Process in Retrenchment

Under the conditions which prevail in the academic world today, many faculty members face the threat of retrenchment. Retrenchments should be based solely on "financial exigency." Retrenchments should not be used as a means of achieving programmatic reallocations or of eliminating specific courses or individuals.

The following safeguards are needed to protect faculty members against the effects of such actions:

1. The administration/governing board should be required to demonstrate to the faculty the necessity for any retrenchment. The faculty should have the right to require that an independent audit be conducted. The faculty should have the right to appeal a decision for retrenchment to binding arbitration by a neutral third party or to the courts.

2. Before any retrenchment of faculty is implemented, the administration should first be required to eliminate all nonessential services (i.e., those not necessary to the teaching/research function and to physical operation of the institution) and to sell all assets not essential to the operation of the institution.

3. Any retrenchment that is implemented should be treated as a temporary layoff, not as a termination of employment.

4. Procedures by which any necessary retrenchment will be accomplished should be established by mutual agreement between the administration and the faculty. Objective criteria should be established to determine who shall be retrenched and in what order.

5. Faculty members who are af

Contractual Protection in Minnesota

Teachers in the Minnesota Community College system have several due process protections, thanks to the Minnesota Community Colleges Faculty Association (MCCFA).

The contract provides a one-year probationary period for newly hired faculty members. Each teacher is evaluated after one year and receives unlimited status—the equivalent of tenure—if the result is satisfactory.

A faculty member who receives a negative evaluation has the right to file a grievance. The grievance may allege either that the evaluation was improper or that it was discriminatory.

"The outstanding feature of our contract," says MCCFA President Jim Durham, "is that the decision can be grieved all the way to arbitration. Most contracts don't go that far."

The contract also states that when the institution decides to lay off any regular faculty member, it must provide bona fide, good and sufficient reasons. MCCFA negotiated this provision to make sure that the administration has really thought out any nonrenewals.

Another provision ensures that any faculty member who is laid off has ample opportunity to plan. The institution must notify the faculty member by the fall quarter of the year *before* the year at whose end the employee is to leave the college—in effect, a notice period of two full academic years.

ected by retrenchment should be uaranteed certain rights and benfits, among which are the followng:

a. Before being retrenched, a faculty member should have the right to fill any existing vacancy for which he/she is qualified, or to transfer to any other division or department or to another campus within a multi-institution system and to fill any vacancy therein for which he/she is qualified.

b. The institution should provide opportunities for retraining to help any faculty member who may be or has been retrenched meet the necessary qualifications to fill any existing vacancy, at no cost to the faculty member.

c. Whenever a subsequent vacancy occurs, a position is restored, or a new position is created, a retrenched faculty member should be guaranteed the right of recall to fill any such position for which he/she is qualified. In no case should any new faculty member be hired to fill a position for which a retrenched faculty member is qualified and available.

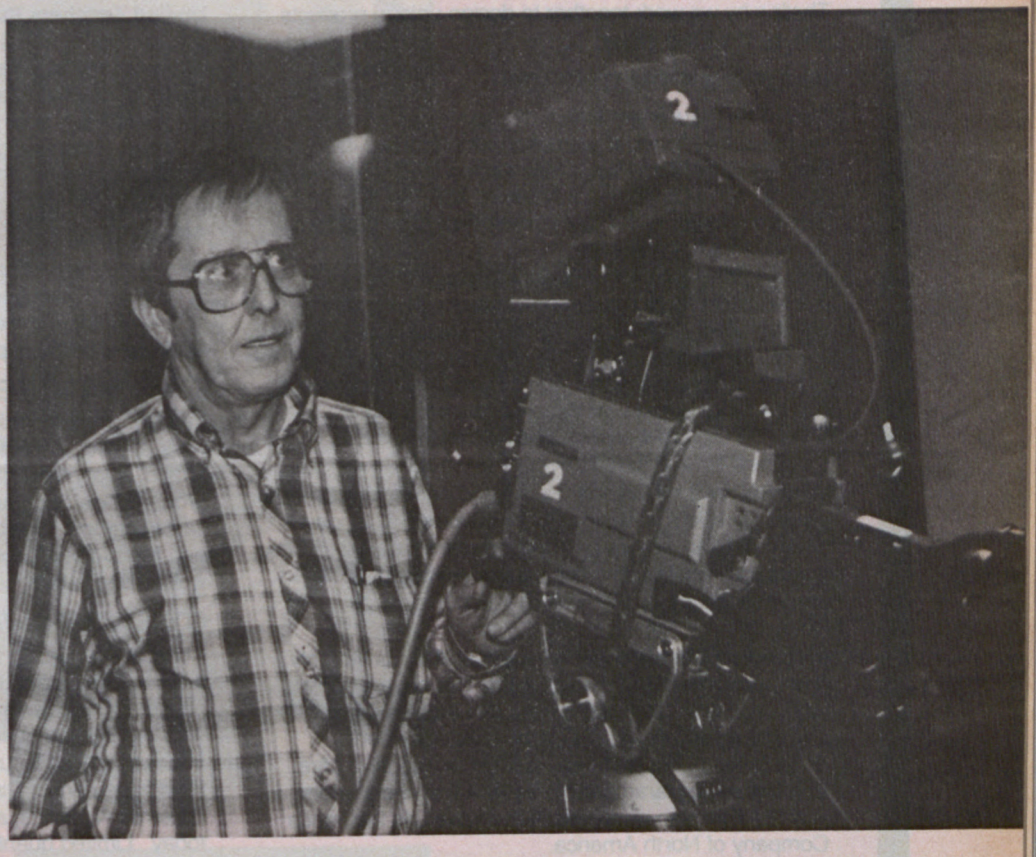
d. A faculty member who has been retrenched should suffer no loss of benefits during the period of his/her retrenchment. The faculty member should retain all accrued benefits (e.g., medical insurance, retirement benefits, sick leave, tenure) and upon recall should receive the next salary increment above his/her former salary.

e. A retrenched faculty member should be allowed the continued use of the institution's research facilities during the period of his/her retrenchment.

f. In addition to unemployment benefits where available, a retrenched faculty member should receive from the institution supplemental benefits in the amount of from one-third to one-half of his/her annual salary for each year during which he/she is retrenched, or the equivalent of two years full salary. □

Recourse to the Courts in Colorado

Colorado has no state collective bargaining law. Nevertheless, when faculty members there wanted to explore other means to guarantee due process, they turned to their legislature.



The move turned out to be an astute one: In 1975, Colorado became the first state to pass legislation providing faculty members with due process in nonrenewals, dismissals, suspensions, and reductions-in-force.

Broadcasting instructor Jack Donahue heads the professional rights and responsibilities committee of the Pikes Peak Community College Faculty Association. Donahue believes that "one of the benefits of the law is that each step of our due process procedure has a time limit. A case can get into court quickly."

The first step in settling a dispute is an informal hearing by a standing committee appointed by the faculty and administration. The committee then makes a recommendation to the president.

"The legislature forced us to include this step," Donahue says, "because it wanted the problems solved informally. But, in a reduction-in-force, the administration has already made up its mind."

The second step is the first one with real legal significance. A hearing officer makes findings of fact and conclusions of law and transmits his decision to the institution's governing board. Finally, the board's action is subject to judicial review.

Under the Colorado law, the college also has to provide reasons, in writing, to any faculty member whose appointment is not being renewed.

"The due process law provides all the protections of the K-12 tenure law," explains Donahue, "without using the word *tenure* at all. Altogether, it has worked well for us."

Then he adds, "At least you know what you're fighting."

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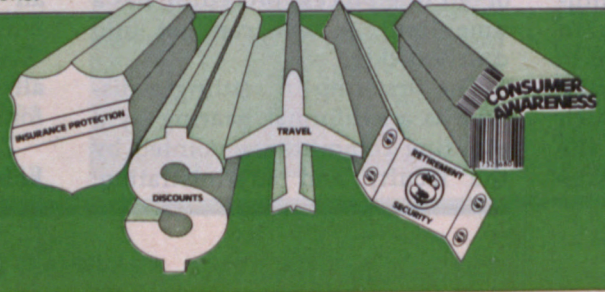

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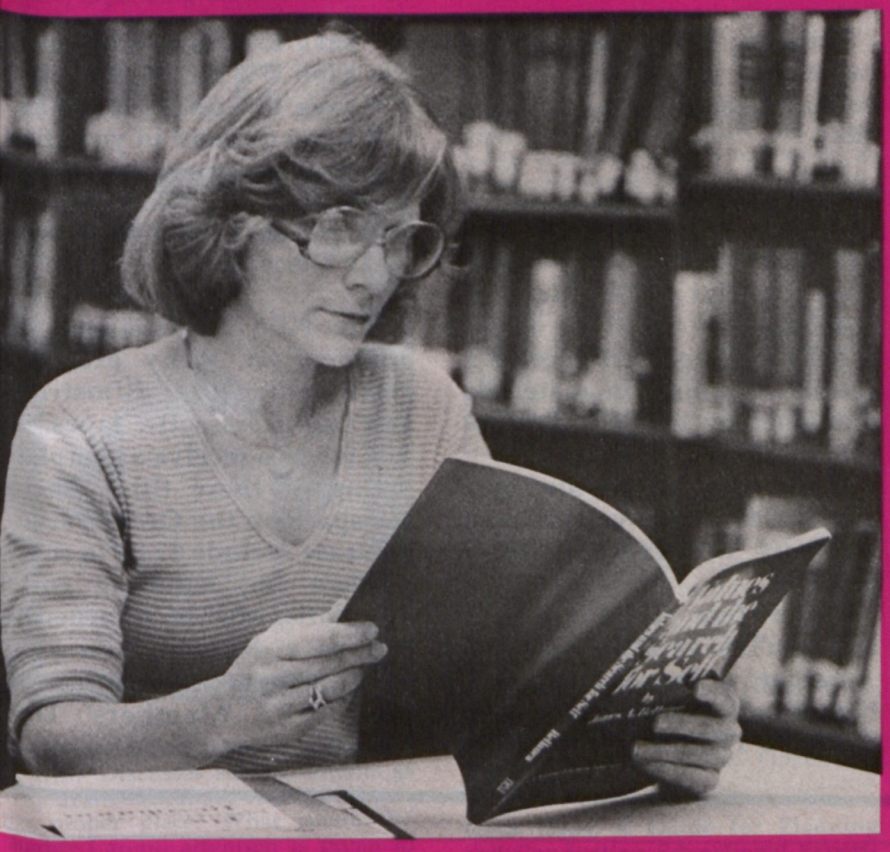

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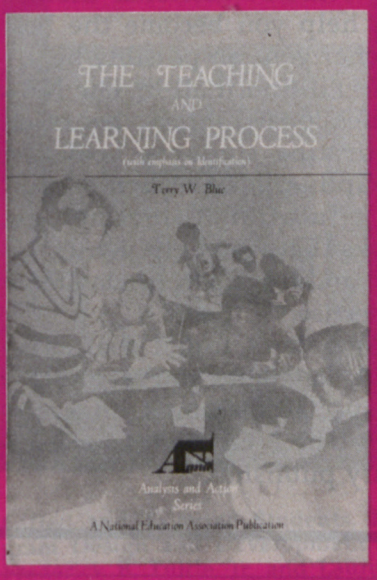

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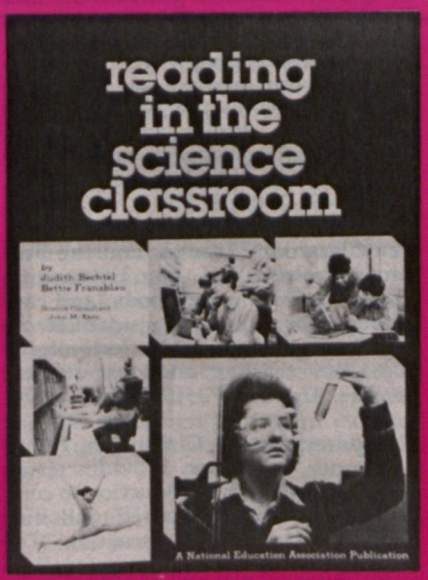

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Behavior Modification. Robert Presbie and Paul Brown. Surveys ways in which behaviors are sometimes identified, monitored, and reported. 32pp. 1976. (1035-3-07) $2.00

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Classroom Discipline: Case Studies and Viewpoints. Sylvester Kohut, Jr. and Dale G. Range. First presents a comprehensive review of the theory, research, and practice of discipline and then devotes the balance of the book to case studies which demonstrate specific classroom behavior issues with possible solutions. 112pp. 1979. (1491-X-07) $7.95

The Classroom Teacher and the Student Teacher. Wm. Ray Heitzmann. Concentrates on methods and approaches for improving student teaching through combined efforts of the classroom teacher and the student teacher. 32pp. 1977. (1041-8-07) $2.00

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Creativity in the Classroom. E. Paul Torrance. Discusses creativity as a process of sensing problems; forming testing and modifying ideas or hypotheses; and communicating the results. Relates creativity to career education and future studies at all levels 36pp. 1977. (1003-5-17) $2.00

Cross-Cultural Education: Teaching Toward a Planetary Perspective. Robert L. Williams. A resource book for educators who want to help students better cope with racism, sexism, and other dehumanizing attitudes and conditions. 64pp. 1977. (1704-8-07 $4.75

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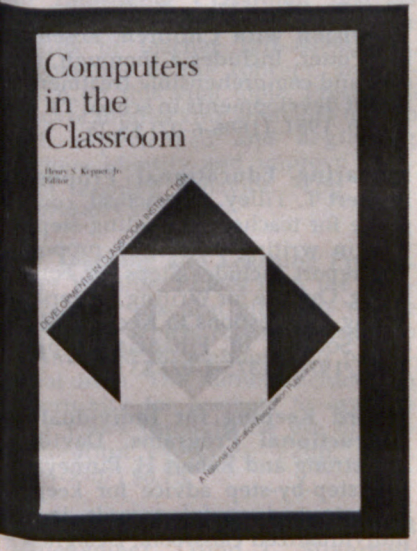
Curriculum Change Toward the 21st Century. Harold G. Shane. Discusses the planning of curriculum change; projecting curriculum content for the future; expanding the school outward into the greater community; personalizing education through new approaches to the learning center; undertaking education as a lifelong endeavor. 184pp. 1977. (1708-0-07) $7.25



Death and Dying Education. Richard O. Ulin. Discusses such questions as Why death education? Are the schools the proper place? What should be taught? Careful attention is given to the subjects of aging, cross-cultural perspectives, and the preparation and qualifications of those who teach the subject. 72pp. 1977. (1815-X-07) $4.95

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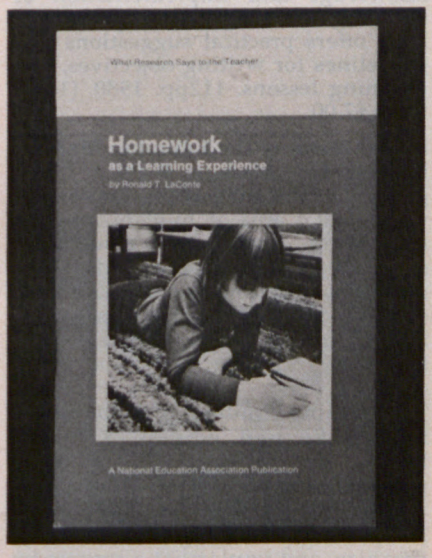
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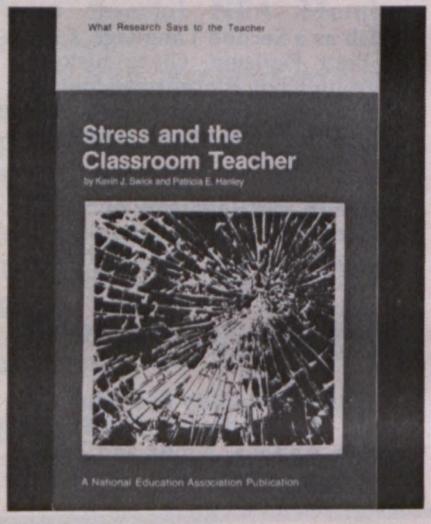
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The Teaching and Learning Process. Terry W. Blue. Probes both the theoretical and practical elements of the process in which classroom teachers are involved throughout their professional lives. The author includes an opportunity for teachers to evaluate their views through the use of self-exploration exercises. 72pp. 1981. (1684-X-07) $6.75

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Understanding Intergroup Relations. Jean D. Grambs. Features guidelines to practice in intergroup education, research, advances, and basic concepts. 32pp. 1973. (1029-9-17) $2.00

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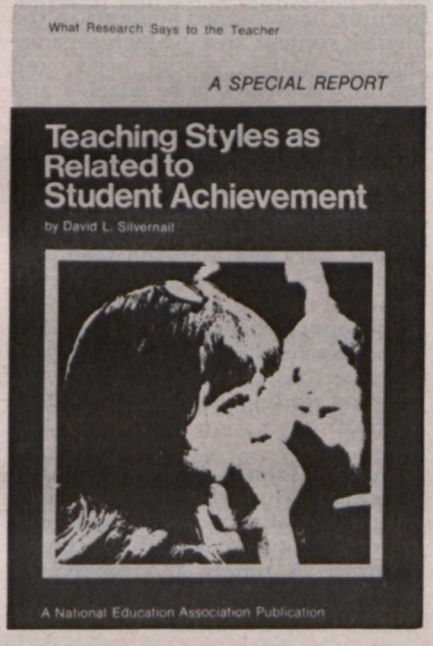
Values and the Search for Self. James A. Bellanca. Explores the interrelationships of valuing, thinking, and feeling that make self-directed learning possible for both teacher and learner. 128pp. 1975. (1356-5-07) $6.95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Values Concepts and Techniques. A collection of background readings designed as a comprehensive overview of the instruction and curriculum development aspects of values education. Authors include Sidney Simon, Louis Raths, Jack Fraenkel, Lawrence Kohlberg, David Purpel and Kevin Ryan, Peter Scharf, Gwendolyn C. Baker, and Barry Beyer. 312pp. Revised 1982. (1487-1-07) $9.95

Values Education. Michael Silver. This report offers a comparative study of the numerous approaches to values education: values clarification, moral reasoning, values analysis, role playing, confluent education, and action learning. 128pp. 1976. (1810-9-07) $5.95

Values Education and the Study of Other Cultures. Alan L. Lockwood. Guidelines for the selection, organization, and implementation of studies of other cultures. Includes lesson plans for the investigation of other cultures. 24pp. 1976. (1600-9-07) $4.75

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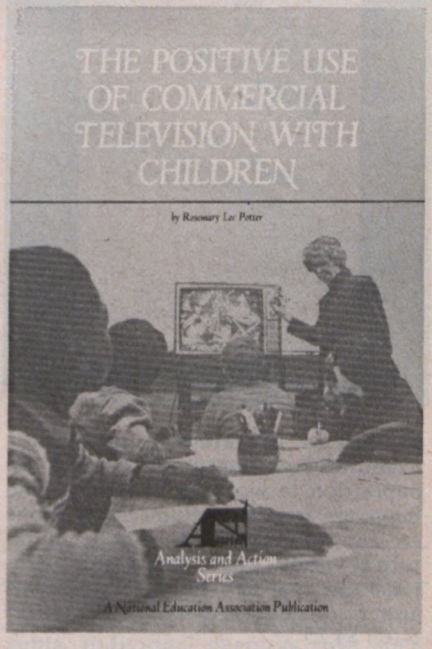
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Elements of Early Reading Instruction. R. Baird Shuman. Deals with such topics as the learning process of young children, reading readiness, basal readers, phonics, linguistics, miscue analysis, and dialects. A comprehensive but concise treatment of all major reading concerns of classroom teachers. 96pp. 1979. (1623-8-07) $6.95

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Fantasy in Literature. John Aquino. Examines both the support for and the opposition to works of fantasy in the language arts curriculum. Suggestions are offered for teaching fantasy literature at various grade levels and distinguishing between myths, fairy tales, and pure fantasy. 64pp. 1977. (1817-6-07) $4.75

Film in the Language Arts Class. John Aquino. Discusses the ways in which film may be used to extend and enrich the study of literature. 56pp. 1976 (1811-7-07) $4.25

Gifted and Talented in the English Classroom, Teaching the. William W. West. Discusses characteristics of the gifted in English and provides practical suggestions and activities to help the teacher identify these students. It also presents a design for a lesson sequence, an example of a teaching sequence, suggestions for selecting unit themes, and activities to develop upper-level skills. 48pp. 1980. (0734-4-07) $4.75

Handicapped Students in the English Classroom, Teaching. Jane Price, Editor. Offers a myriad of suggestions for teaching handicapped students in the English content area. Sixteen separate chapters address special needs and teaching strategies to be adapted and tried at many different levels. All suggestions have been classroom tested with positive results. 64pp. 1981 (3176-8-07) $7.50

Reading Instruction in the Middle School. Gary and Maryann Manning. Emphasizes the necessity for a developmental reading program as a whole-school-approach, and provides middle school teachers with concrete suggestions, activities, and strategies for teaching reading. 96pp. 1979. (1707-2-07) $5.95

Reading: Trends and Challenges. Roger Farr. Much research in this field suggests what many people assume to be true about today's reading scores is incorrect. A timely and provocative monograph. 32pp. 1981. (1054-X-07) $2.00

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Handicapped Students in Physical Education Classes, Teaching. G. Robert Roice, Editor. The wide variety of teaching strategies, examples, activities, and projects explored in this publication are designed to help the physical educator who has no (or minimal) experience in working with handicapped students. Ideas are presented for teachers of both elementary and secondary levels. 48pp. 1981. (3178-4-07) $7.50

Health Education, Education in the 80's. Robert D. Russell, Editor. A far-seeing, practical book for those who are now practitioners in schools or are planning to become health educators. Holistic health is a critical concern throughout, with special attention t such areas as stress reduction, non scientific healing, sexism and ageism drugs, death education, and values 128pp. 1981. Cloth (3154-7-07) $12.95 paper (3153-9-07) $8.95

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Physical Education, Education in the 80's. Celeste Ulrich, Editor. Special attention is given to such concerns as The New Physical Education, Humanism, Fitness, Curricular Designs, Motor Skills, and various research elements which directly affect physical education classes. Contributors include Linda L. Bain, Ann E. Jewett, March L. Krotee, Ann L. Rothstein, and LeRoy T. Walker. 104pp. 1982. Cloth (3160-1-07) $12.95; paper (3159-8-07) $8.95

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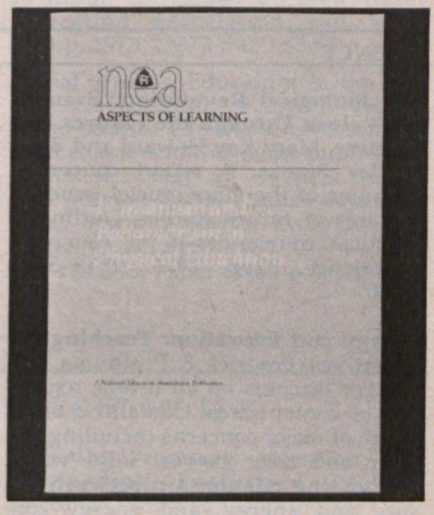
Reading in Health/Physical Education/Recreation Classes. Page S. Bristow and Alan E. Farstrup. Provides practical, uncomplicated suggestions for identifying the broad categories of difficulties students often have in reading textbooks, written instructions, rules, etc., and offers realistic ideas to help the physical educator help the students. A valuable reference and teaching aid. 72pp. 1981. (3206-3-07) $6.95



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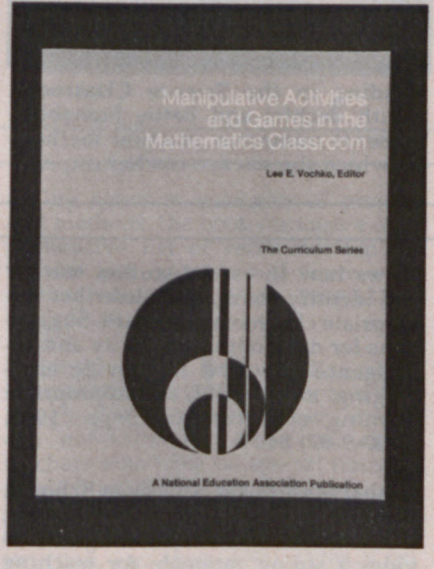
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Mathematics, Education in the 80's. Shirley A. Hill, Editor. Among the fourteen outstanding mathematics educators who contribute to this timely and major publication are Elizabeth Fennema, James T. Fey, Jane D. Gawronski, Mary Grace Kantowski, Robert E. Reys, and Albert P. Shulte. 120pp. 1982. Cloth (3156-3-07) $12.95; paper (3155-5-07) $8.95

Mathematics Teacher Education. Douglas B. Aichele, Editor. Presents a variety of overviews, position papers, and program descriptions to provide an objective base for making decisions in mathematics teacher education. Includes chapters by Kathryn Castle, Earl E. Hasz, John C. Mihalko, Frank Rogers, and Karen Skuldt. 64 pp. 1978. (1618-1-07) $7.50

Metric Education. Sheralyn S. Goldbecker. A survey of the use of the metric system, including techniques for an effective conversion from the cus-

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Reading in the Mathematics Classroom. Cyrus F. Smith, Jr. and Henry S. Kepner, Jr. The purpose of this book is to help mathematics teachers help students learn how to read the language of mathematics. The style is clear straightforward, and comprehensible Special attention is given to The Instructional Framework. The Structura Overview, Mathematics Vocabulary Word Problems, and Materials. 64pp 1981. (3203-9-07) $6.95

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Gifted and Talented in the Science Classroom, Teaching the. William D. Romey. Includes many science activities for the gifted for use in the classroom. Considers such concerns as: what makes a scientist gifted? how is giftedness a burden? how do gifted and talented students react to the Problem-Centeredness approach? to the Student-Centeredness approach? what about the basics? 64pp. 1980. (0736-0-07) $5.50

Handicapped Students in the Science Classroom, Teaching. Marshall Cor-rick, Editor. A carefully selected group of teaching strategies for science teachers to use in the classroom. The focus throughout is on the practical, with a myriad of ideas regarding the adaptation of present materials (and teacher/student created materials) to the needs of special students. 88pp. 1981. (3179-2-07) $7.50

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Science, Education in the 80's. Mary Budd Rowe, Editor. This important book includes chapters by David P. Butts, David W. Johnson, Roger T. Johnson, James R. Okey, Lillian C. McDermott and nine other distinguished science educators. 184pp 1982. Cloth (3162-8-07) $14.95; paper (3161-X-07) $10.95

Technical and Scientific Writing. Sarah H. Collins and Frederick B. Tuttle Jr. A practical approach to teaching scientific and technical writing for high school teachers. The book provides specific applications of principles of technical and scientific writing together with annotated examples of the types of writing discussed. 127pp 1979. (1718-8-07) $6.95

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Gifted and Talented in the Social Studies Classroom, Teaching the. Paul D. Plowman. Describes the characteristics of the gifted and talented, shows how the social studies teacher can identify them, and describes appropriate classroom strategies. Suggestions for developing creativity and intelligence are used to provide challenging, meaningful, and appropriate learning opportunities. 56pp. 1980. (0737-9-07) $4.75

Global Studies for American Schools. Howard D. Mehlinger, Harry Hutson, Victor Smith, and B'Ann Wright. Provides a strong rationale for teaching global studies across the curriculum and integrated throughout the grade levels. Teaching strategies are provided through sample lessons for six units of study. Suggestions are included for evaluation, as well as a selective list of global studies resources. 88pp. 1979 (1824-9-07) $6.50

Handicapped Students in the Social Studies Classroom, Teaching. Terry Shaw, Editor. Offers a myriad of suggestions for teaching handicapped students in the social studies content area. Each author addresses the special needs and teaching strategies to be adapted and tried at many different levels. All suggestions have been classroom tested with positive results 64pp. 1981. (3180-6-07) $7.50

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Reading in the Social Studies Classroom. Terry L. Bullock and Karl D. Hesse. This publication is designed to help social studies teachers who have had no special training in reading but who realize their students need help in reading social studies materials. 64pp. 1981. (3202-0-07) $6.95

Roots of America. A multiethnic curriculum resource guide for 7th, 8th, and 9th grade social studies teachers. Ethnic American experiences considered are Black, Italian, Japanese, Jewish, Mexican, Native, Polish, and Puerto Rican. Developed by New Jersey Education Association and NEA. 192pp. 1975. (1373-5-07) $5.95

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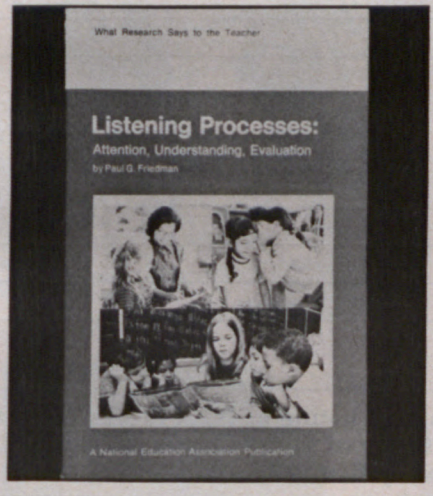
Interpersonal Communication: Innovations in Instruction. Paul G. Friedman. Contains teaching strategies and numerous classroom activities. Provides new topics and techniques for instruction, counseling and humanistic psychology, and features ways of growth previously used chiefly in workshops that now can be transferred to classroom settings. 160pp. 1978. (1497-9-07) $9.95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Speech Communication, Education in the 80's. Gustav W. Friedrich, Editor. In this stimulating collection of wide ranging essays on all critical aspects of speech communication, twenty-six key educators focus their attention on the needs of the teacher in this present decade. 176pp. 1981. Cloth (3166-0-07) $13.95; paper (3165-2-07) $9.95

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Career Education. John H. Wilson. Provides an overview of the developments in this field of study and considers its present and future potential, as well as some of the problems in evaluating results. 33pp. 1977. (1043-4-07) $2.00

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Handicapped Students in Vocational Education Classes, Teaching. Mary Jane Palomaki, Editor. Presents specific teaching strategies for vocational education classes, all of which have proven successful. In addition to providing concrete examples of projects and methods, the book contains a comprehensive list of recommended resources and addresses of sources for further information. 96pp. 1981. (3181-4-07) $7.50

Reading in the Business Education Classroom. Larry Mikulecky and Rita Haugh. The authors show easy, practical, non-technical ways in which teachers who have no special training in teaching reading can help their students improve their reading comprehension of textbooks, assignments, instruction, etc. 48pp. 1980. (3208-X-07) $6.95

Technical and Scientific Writing. Sarah H. Collins and Frederick B. Tuttle, Jr. A practical approach to teaching scientific and technical writing for high school teachers. The book provides specific applications of principles of technical and scientific writing together with annotated examples of the types of writing discussed. 127pp. 1979. (1718-8-07) $6.95

Vocational Education, Education in the 80's. Nancy K. Christian, Editor. Some of the chapter titles in this major publication for vocational education teachers are The Gap Between General and Vocational Education, Teacher Training, Unemployed Youth, Cooperative Work Experiences, Career Guidance, and Job Placement. 120pp. 1982. Cloth (3168-7-07) $12.95; paper (3167-9-07) $8.95

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Election '82

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In this off-year contest, U.S. voters will send themselves a message for the future.

Only once in this century has the President's party increased its share of seats in the House of Representatives in a midterm (i.e., mid-presidential term) election. That was in 1934, two years after President Franklin D. Roosevelt's landslide victory over Herbert Hoover. According to historians, the 1934 Democratic victory confirmed a historic realignment in American politics: An era of Republican dominance, which had lasted since the Civil War, ended; a half century of liberal Democratic dominance began.

A Republican Majority?

After Ronald Reagan's election as President in 1980, New Right and Republican theorists suggested that another realignment election had been held. They boldly asserted—and many Democrats and liberals quietly feared—that the American electorate had voted for a fundamental ideological reversal. Increasingly conservative on political issues, voters would align themselves with the Republican Party, making it the new majority party. These analysts suggested that the 1982 midterm elections would, like those of 1934, confirm a new Republican majority, with the GOP making substantial gains—possibly even adding control of the House of Representatives to its existing control of the Senate.

The Reagan strategists of 1980 did not conceive from scratch the vision of a new Republican majority. Rather, they borrowed the outline that Richard Nixon's political operatives had put on the drawing boards more than a decade earlier, in 1968. Nixon electoral analyst Kevin Phillips put the theory into print the following year in his book *The Emerging Republican Majority*.

> The 1934 midterm election ended GOP political dominance.

Phillips' analysis of basic changes in electoral patterns was unquestionably on the mark. He noted that traditional elements of Roosevelt's New Deal coalition—White Southern and Border State voters, middle-income voters, union members and blue-collar workers, Northern Catholics, Irish Americans, Italian Americans, etc.—were beginning to express more conservative views and to vote less Democratic. This was particularly true in presidential, sena torial, and, to a lesser degree, con gressional contests. In these race ideology is more likely to make difference than in, say, an electio for county sheriff or city counc member.

At the same time, Phillips note that some traditional Republica constituencies—upper-middle-in come or college-educated voters o those who were Episcopalian New Englanders, or professio als—were moving away from thei GOP traditions. As they becam more liberal in their politica views, they voted less solidly Re publican.

Watergate, it has been sug gested, kept Phillips' theory fro having a fair test. That scandal di credited Richard Nixon and th Republican Party. But advocates o the Phillips theory, looking to th first "real" post-Watergate electio in 1980, saw the trends he had ou lined reemerging. For example, conservative Ronald Reagan di better than previous Republica candidates (even Dwight Eise hower) among blue-collar Cath lics. And he did worse among sub urban, college-educated, upper s cioeconomic groups—the ver people who might have been ex pected to favor a Republican can didate—than he did among vote in general.

The outcome of the 1982 elections may hinge on which voters turn out and which ones stay home.

The Neoconservatives

Acceptance of Phillips' historical and demographic analysis need not entail acceptance of his outline of the future shape of American politics. The so-called neoconservative Democrats dissent from his prediction of a Republican majority. They think the Democratic Party can recapture the groups Phillips sees it losing by readopting the policies that brought those groups into the Democratic fold under FDR. Given today's terminology, the policies they have in mind are seen as relatively conservative.

Richard Scammon, Director of the Census under President John F. Kennedy, and Ben Wattenberg, former speechwriter for President Lyndon Johnson, gave this position precise delineation in their 1970 book, *The Real Majority*. Their theory: The Democrats should recapture their Catholic, Southern, working-class base by—

- Taking relatively liberal positions on economic issues (such as national health insurance and corporate taxes)
- Pressing for hard-line anti-Soviet positions on foreign policy and defense (in the tradition of President Harry S. Truman and other post-World War II Democratic leaders)
- Advocating moderately conservative social/cultural policies that clearly reject the upper-middle-class activism identified with such groups as "feminists" and "environmentalists."

This Real Majority strategy never got a real test in the Democratic Party either: By the late 1970's, the realignment of voters that Phillips had outlined a decade earlier had already gone too far. The moderate Democratic officeholders on whose leadership their strategy

depended found themselves increasingly outflanked to the left, particularly by grass-roots Democratic Party activists.

On economic and social issues, for example, both the Democratic Party and the nation appeared to be moving in directions opposite to those Scammon and Wattenberg hoped for. National health insurance was further from being adopted than when Harry Truman was in the White House, and public attitudes on such social issues as gay rights and abortion were gradually growing more liberal, even among blue-collar Democrats and Southerners.

The failure of Democratic neoconservative theories to predict what would happen does not, however, prove Phillips was right. Given that blue-collar Catholics in Chicago are voting less Democratic than before and white-collar Episcopalians in Winnetka less Republican, it does not necessarily follow that the two groups will exchange places on the political spectrum. Catholics are not likely to become the foundation of an emerging Republican majority; nor Episcopalians and other upper-middle-class voters, the foundation of a new Democratic minority.

Ideology v. Demography

An alternative interpretation of these apparent ideological shifts maintains simply that demographic factors, such as group membership, are becoming less relevant in the political decision-making process. Voters are making decisions more individualistically, with membership in a group less important than before. Consequently, coalitions of groups are increasingly less important.

This development is a logical outcome of the Roosevelt revolution. FDR created a political majority by putting together a coalition of groups, each of which perceived itself to be a minority. When he took office in 1933, the majority in the United States was presumed to be White, Northern, Protestant, nonurban, and nonunion. What FDR did was add up the other Americans—for example, the Irish, Italians, Jews, Southerners, unionists—into a majority.

But unlike the situation in European nations, where the expectation was that class and religious lines would be maintained, U.S. minorities aimed to become part of a new majority. Thanks to such developments as FDR's New Deal, the socioeconomic effects of World War II, the growth of national communications media, the spread of education—they did just that.

The FDR coalition thus dissipated because it succeeded. Today, as voters go to the polls, they no longer think of themselves as Southerners, Italians, Irish, or whatever. The result is a politics of unpredictability. Note the following pieces of evidence.

- The most conservative President in history proposes the greatest federal deficits in history.
- The manager of dovish George McGovern's 1972 presidential campaign, Senator Gary Hart (D-Colo.), emerges as a leader in the battle for stronger conventional armed forces.
- The hero in the battle against tuition tax credits, Senator Ernest F. Hollings (D-S.C.), is also the leader in the fight for prayers in public schools.
- The point man in the Senat in the battle against New Righ efforts on busing, abortion, an prayer is the father of the Ameri can conservative movement, Sena tor Barry Goldwater (R-Ariz.).

The FDR coalition dissipated because it succeeded. Today voters no longer think of themselves as Italians, Irish, or whatever; the result is a politics of unpredictability.

Ideology and Elections

The emerging politics of th 1980's is not random and inexpli cable, however. The Americar electorate divides neatly along tw continuums, of economics and o education.

Poorer people, minorities, an union members tend to be mor liberal on economic issues. The are likely to favor national healt insurance and government regula tion to protect worker health an safety and to oppose tax breaks fo oil companies. The more wealth people are, the more they are like ly to take the opposite positions.

The second continuum reveal that less-educated people tend t be more conservative on social an cultural issues. Their conservatism extends to issues such as civi rights for minorities (unless the are themselves minorities), abor tion, school prayer, gay rights, cen sorship. The more educated peopl become, the more liberal they ten to be on such issues.

For voters who are at the same ideological extreme on each con tinuum, the political choices ar easy. A self-made multimillionair with a third grade education is far better prospect to support Jesse Helms, the conservative Republi can senator from North Carolina than Ted Kennedy. Similarly, graduate student with two degree in philosophy, trying to make end meet on $8,000 a year, is a bette bet for Kennedy.

But that leaves a lot of people i the middle: a mechanic in Spartan burg, South Carolina, for example who dislikes both feminists and oi companies; or a scientist in New ton, Massachusetts, who favors civ il rights but thinks national healt insurance would be a boondoggle or a retiree in Ocala, Florida, wh wants increases in both militar spending and social security.

Conflict and Voter Apathy

These ideological conflicts affect voter turnout. They are one reason why it is lower in the United States than in Western European countries where (1) voters can often choose among a range of parties and/or (2) the major parties divide along strictly economic lines. In the latter case, social issues (such as capital punishment) are considered nonparty issues on which legislators are expected to cast "free votes" based on their consciences.

In the United States, voters torn between ideological alternatives often stay home. That was a major cause of Jimmy Carter's defeat in 1980. Of the 1976 Carter voters, some 26 percent (according to a *Los Angeles Times* poll) didn't vote in 1980, compared to just 7 percent of 1976 Ford voters who failed to vote.

The Carter falloff—which occurred mainly among blue-collar, moderate-to-conservative, Southern, and Catholic Democrats—was the result of indecision. These voters were disappointed with Carter's economic record, but were not quite ready to trust the Hollywood millionaire on the GOP ticket.

The impact of voter turnout on results is even greater in off-year elections. Of all eligible voters, some 30 percent probably never vote at all. Of the 70 percent remaining, some 70 percent vote in presidential elections, about 50 percent in mid-term contests. But neither the 70 percent nor the 50 percent are the same from one election to another. What is important for the outcome is which voters decide to stay home in a particular year.

In 1982, it is probable that the uncertain voters who stay home will be from the Republican and conservative columns. This will give the Democrats the opportunity to pick up a significant number of House seats (but fewer Senate seats, because Senate races have more visibility and are less determined by trends). The Democratic gain would go higher were it not for the massive GOP/New Right fund-raising advantage.

And If the Democrats Win?

If the Democrats do win seats away from the GOP in 1982, what will that portend for politics in the years ahead? For one thing, it will show that in 1980, the GOP misread their victory as an indication of an emerging ideological right-wing majority. Americans were in effect simply saying, "We don't like the way things are going, and we will try something else."

If the Democrats do succeed in 1982, and more important, in 1984, they will need to present a legislative program that reflects reality. They may hope that Americans have shifted back to the left and are ready for Reaganism in reverse. There is not much evidence for this, however. In reality, political power in the years ahead is likely to shift back and forth between the parties at short intervals.

It follows from this last fact that should the Democrats make substantial gains, they will need to be prepared to follow the strategy that President Reagan did in 1981 (and that President Lyndon Johnson did in 1965 and FDR in 1933): Make changes when you have the power to do so, realizing that those who follow will have trouble undoing everything.

With this in mind, groups concerned about education must begin now to work on the issues that they will give priority to following the 1982 and 1984 elections. The issues have mostly been identified, so this effort must relate primarily to selecting public relations strategies for educating both politicians and the public about them.

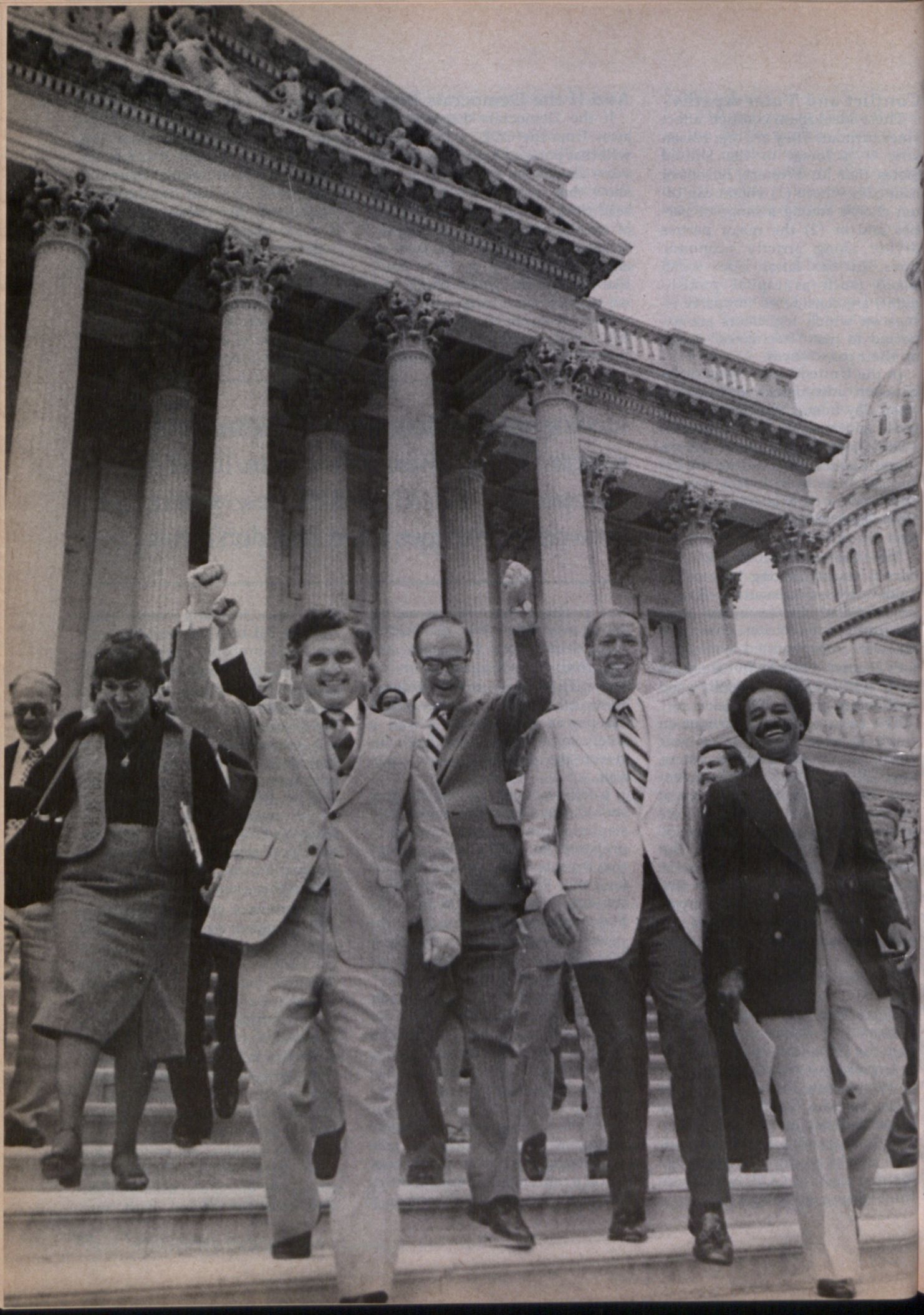
Take tuition tax credits. Pointing out that they are almost certain to escalate in cost far beyond what advocates predict can gain the support of fiscal conservatives in the fight to defeat them. Tuition tax credits are one of several issues on which the NEA can find allies in people who are fiscally conservative but socially progressive.

On other issues, like school funding, NEA's allies are more likely to come from among traditional liberals, who favor strong government. But here again the best course of action should be to seek coalitions wherever they can be found. On many issues, advocates of B-1 bombers and MX missiles will probably differ with the NEA. But the hawkish Democrats and teacher organizations will be equally concerned at the low number of scientists and engineers being educated in America today. President Eisenhower called his education program the National *Defense* Education Act. Obviously, in its proposal for an *American* Defense Education Act to invigorate local scientific and technical instruction, the NEA has not forgotten this stratagem.

In an era of changing coalitions and changing issues, the time has come for progressive groups like the NEA to take a fresh look at the dynamic changes in the electorate and shape strategies for success in a new environment. As always, the challenge in formulating such strategies is to do so without abandoning egalitarian ideals, forsaking progressive policies, or, in general, violating one's fundamental principles.

Ideological conflicts affect voter turnout—one reason it is lower here than in Western Europe. In the United States, voters torn between ideologies often just don't vote.

Mr. Baron publishes The Baron Report, *a newsletter that reports on politics from Washington, D.C.*



Why We Fight

WILLARD McGUIRE
NEA President

Among the luxuries NEA members cannot afford is freedom from the clash of political forces.

If our schools were magical islands floating majestically above a world tormented by conflict. . . .

If classroom doors buffered our children against the reverberations from national antagonisms and international tensions. . . .

If economic turmoil and social divisiveness had no impact on the efforts of children to learn and of teachers to teach. . . .

If our children deserved less than a fully supportive population energized by commitment to a humane future. . . .

If all these hypothetical conditions were realities, those who labor in schools—and the NEA—could bask in a rarefied atmosphere splendidly isolated from the political realm.

Alas, the world is too much with us. What occurs in state legislatures, in the U.S. Congress, in the Oval Office, and even in foreign capitals makes a difference for us and for the children we teach. So long as our commitment remains what it has been for 125 years—quality education for all our nation's children—we have no choice but to fight for the principles and ideals that forward that commitment.

To abandon the challenge of influencing the powerful would be to condemn our students to powerlessness and perhaps to victimization. Our students deserve better. It is this conviction that has propelled the NEA into widening circles of political involvement.

A jubilant Willard McGuire leads NEA lobbyists in celebration of the 1979 House of Representatives vote establishing the Department of Education.

The classroom is not a sanctuary from the effects of social and political myopia.

I am often asked, as I travel around the country, why NEA has in recent years expanded and intensified its political activities. My answer is, the NEA is by tradition an activist association, animated by the highest principles of social justice. Our political commitment is not new.

What is new is our immersion in the tooth-and-claw realities of partisan politics. And regarding this development, the appropriate question is not, Why now? but rather, Why not sooner?

We learned slowly—not as slowly as many others, but slowly nonetheless—that disdain for the world of partisan politics amounts to an abdication of responsibility. We learned that we and our children are not immune from the consequences of ideological divisions and international collisions. We learned that the quality of education depends on equality of opportunity. We learned by painful experience that the enemies of education are not just understaffed schools and contemptuous attitudes toward teachers, but racism, sexism, militarism, and other forces that infect our national character with the poison of hatred.

The antidote to this poison was and remains an attitude of inclusiveness, an attitude that cherishes ethnic, racial, and cultural pluralism. We have come to see with clarity that our responsibility as educators includes, to paraphrase President Kennedy's lustrous prose, a responsibility to make our nation safe for diversity. From this recognition, our political agenda has grown.

Ideals do not by virtue of their inherent good sense prevail. If they did, we would not have to endure the repugnant spectacle of a nation practicing apartheid. We

would not, in our own country, have had to wait until the *1960*'s for civil rights legislation to give substance to the proclamations and mandates of the *1860*'s. And we would not still be waiting for the U.S. Constitution to recognize the human rights of women.

Even the highest ideals—the most "self-evident truths"—require time, money, organization, and effort to transform them into legislative and social realities. This hard fact explains the 1972 formation of NEA's Political Action Committee (NEA-PAC).

NEA-PAC is education's defense fund—and it belongs to you: NEA may issue an endorsement and provide PAC funds only with the concurrence of the appropriate state affiliate. NEA-PAC is your resource: It provides the education community at the grass-roots level with a means of mobilizing both human and financial resources behind pro-education candidates for federal office. In the 1982 congressional elections, NEA-PAC support will belong only to candidates committed to initiating and sustaining legislation that improves the welfare of teachers and protects our nation's children.

When Title I programs for disadvantaged children are threatened with extinction; Title IX, with unconscionable dilution; the Vocational Education Act, with subversion; and the Department of Education, with dismantlement, it is through NEA-PAC that we alert those seeking or holding federal office that we will not stand idle while the federal government forsakes our nation's children.

NEA-PAC's record of success is formidable: Of the 1,413 candidates for federal office supported by NEA-PAC since 1972, 78 percent have won. Nonetheless, we must hope for the day when our Political Action Committee becomes unnecessary. At present, its necessity has never been greater.

I have spoken of our ideals and of our efforts to transform them into realities. I would be remiss, however, were I to allow present needs and future projects to obscure our heritage of achievement. The direction in which we are now moving is a continuation of, rather than a departure from, that progressive and caring heritage.

Even the most self-evident truths require time, money, organization, and effort to transform them into social realities.

Our first 125 years have been marked by a steady movement toward the ideal of inclusiveness I spoke of earlier. As early as 1915, we developed legislation (the Smith-Tower Bill, introduced in the 65th Congress) that would have established programs to meet the special needs of immigrants and illiterates, provided partial federal funding of teachers' salaries, and created a federal department of education. Congress chose inaction. NEA chose deepened dedication to its goals.

Our perseverance paid off. NEA efforts were pivotal in securing passage of major federal education programs, including—

- The 1946 National School Lunch Program
- The 1958 National Defense Education Act
- The 1961 law providing funds to train teachers of the deaf
- The 1963 Vocational Education Act
- The 1965 Elementary and Secondary Education Act
- The 1976 legislation that extended the provisions of the 1965 Voting Rights Act and appropriated funds for the improvement of services to handicapped children.
- The 1979 Act that created—despite stern opposition from the American Federation of Teachers—a federal Department of Education.

During these years of legislative initiative, we have taken care to set our own house in order. By 186[illegible] women had achieved equal status within NEA. In 1964, during the same week in which Congress approved the Civil Rights Act, NEA adopted a resolution requiring its affiliate associations to remove all restrictive membership provisions. This resolution prepared the ground for the merger of NEA with the American Teachers Association, the national organization of Black educators.

With this merger we dedicated ourselves anew to the ideals of equality and inclusiveness. At the same time, we reaffirmed our conviction that teacher collegiality is essential to quality education. And we pledged our fidelity to the principle that the sameness underlying our differences is more important than the difference threatening to obscure our sameness.

The intensity of our efforts to embrace diversity and make equity real will not lessen. That intensity is perhaps best reflected in those criticisms of NEA that characterize our self-imposed organizational rules as "a parody of affirmative action guidelines."

We accept this characterization. We accept it with pride. For it reflects our commitment to move beyond what is legally required to what is morally right. It signals our conviction that to shape a society permeated by goodwill and good sense requires the extraordinary efforts of those ordinary people of all races and colors and creeds whom we call *teachers.*

We teach the children. We perform that noble task well. We will, however, perform it better when there exists a more comprehensive acceptance—embodied in statute and in social reality—of the welcoming inclusiveness that gives life to our political agenda and meaning to our mission. □

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The NEA Legislative Program for the 98th Congress

This official text sets out NEA's goals on Capitol Hill.

Preamble

The National Education Association through adoption of the Legislative Program by the Representative Assembly sets forth the legislative policies of the organization.

NEA believes in an appropriate federal role in education to assure equal educational opportunity for all citizens, to enhance the quality of public education in our nation, and to provide general financial assistance to local public education agencies for maintenance and operation of the public schools. This commitment is a proper response to the present and future economic, social, and national defense needs of America. The federal government must honor its commitment to assist state and local education agencies which bear the direct responsibility for providing education programs.

NEA supports legislation which advances its commitment in five major areas: adequate federal support for public education; improvement in the welfare, professional status, and personal economic security of all members; protection of civil and human rights; preservation and advancement of good public policy; and provision of high quality public education for all.

The lobbying resources of the organization are utilized to achieve the legislative goals as prescribed by NEA policy in three tiers of activity.

First Tier

NEA Priority Legislative Initiatives which require continuous activity to meet the priority

Second Tier

Current Congressional Issues of major importance to NEA where high activity levels are necessary to meet the congressional agenda and implement NEA policy

Third Tier

NEA Continuing Legislative Concerns where activity is undertaken only when matters arise of their own merit in the Congress.

The Legislative Program for the 98th Congress reflects both the determination to meet NEA goals and the realities of the ideological complexion of the 98th (1983-84) Congress and its agenda as well as that of the Administration. The lobbying effort for the 98th Congress will be pursued vigorously in Washington, and in each state and district through the affiliates and the Congressional Contact Teams, to work toward the achievement of NEA policy goals and, in the process, to define clearly which Senators and Representatives are friends of education.

Within this framework, NEA's legislative agenda is defined by the following objectives.

First Tier: NEA Priority Legislative Initiatives

I. General Aid

Provision of federal general assistance for the maintenance and operation of the public schools has long been a major goal of the Association. Congressional inertia and resistance to general aid must be overcome, and congressional perceptions of the federal government's fiscal responsibility for public education must be altered substantially. NEA's goal is one-third federal funding of public education.

NEA has traditionally supported both general aid and categorical aid. Categorical aid is targeted toward identified groups in need of special educational services. General aid provides direct federal financial support for the maintenance and operation of public education and is to be spent exactly as other education revenues are.

There must be a major effort to educate the Congress, the public, and the NEA membership as to fiscal realities of the funding structure of public education.

Thus NEA will continue to support categorical aid programs but will also seek—

- To effect a significant breakthrough leading to general aid
- To minimize inherent political tensions between general and categorical aid in developing a framework for gene aid
- To establish a per capi revenue-sharing program of least $400 per student as add tional, not replacement, r sources.

To achieve these goals in th 98th Congress, NEA will see introduction of legislation t underscore the relationship b tween education and nation security and to establish a pr gram for public schools of i centive grants, based on a proximately 2 percent of th national average per-pupil e penditure, to develop a locall based plan* to improve the n tion's capability for national s curity by addressing deficie cies in such areas as mathema ics, science, foreign languag and technology instruction. O completion of the first year the program, the school distri would be eligible for an add tional 2 percent grant for i plementation of the planne program.

II. Collective Bargaining Rights

NEA will continue to see federally guaranteed collectiv bargaining legislation throug the spending powers authori of the U.S. Congress. A spen ing powers approach would a tach either a state or a local obl gation to institute collectiv bargaining to the receipt of fe

* The local planning process shall i clude teachers and shall provide for ci rights assurances.

eral aid. Such legislation would not be incompatible with existing state bargaining statutes which provide acceptable bargaining rights for teachers. Statutory precedent for this approach exists, and constitutional analysis indicates that the approach would be judicially upheld.

Thus the NEA will strive to have enacted a law which would attach a state or local obligation to institute collective bargaining rights to receipt of federal funds. Implementation of such a law should give bargaining agents for education personnel at the local level flexibility to make gains in such areas as preparation time, class size, aides in the classroom, and other matters of mutual concern.

Second Tier: Current Congressional Issues

I. Block Grant Proposals

Consolidated federal education programs must provide adequate funds to local school districts in a way which provides for equality of educational opportunity in compliance with the intent of the original legislation. Administrative overhead, paperwork, and bureaucracy must be curtailed to maximize funds for direct instruction of students. Nonpublic school student support must be consistent with the constitutional separation of church and state. Representatives of the collective bargaining agent or the state and/or local affiliates must be involved in the development of the program plan. Civil rights statutes must be followed, and there must be provision for accountability and review.

II. Civil and Human Rights Protection

Basic civil and human rights and liberties under law must be preserved. By statute and practice, all barriers which restrict any individual from the free exercise of rights enjoyed by others must be eliminated. Any efforts to expand sectarian practices in the schools; to limit the jurisdiction of the federal courts in areas of civil rights; to eliminate reproductive freedom; to eliminate busing as a desegregation alternative available to the courts; or to weaken affirmative action programs to correct historic racial, sexual, or age discrimination; to intern or contain any racially identifiable segments of our society must be opposed. Adequate funding must be achieved for enforcement of current law. The Voting Rights Act must provide protection of rights under a speedy and fair judicial process with free legal counsel.

NEA supports a constitutional amendment guaranteeing equality of rights for both sexes, the reauthorization and implementation of the original intent of Title IX of the Education Amendments of 1972; preservation of the Women's Educational Equity Act; and enactment of legislation to correct many inequities in current law which prevent women from attaining total equality by unfairly denying them economic opportunity and security.

III. Department of Education

In order to preserve the role of education at the highest levels of governmental policy and budget making, the Department of Education shall not be weakened or diminished from Cabinet status. The Department of Defense schools should be transferred to the Department of Education in accordance with the authorizing legislation. Governmental reorganization authority should be clarified to protect against backdoor transfers, including those through the budget-making process, of educational programs to other agencies.

IV. Education and National Security

The security and well-being of our nation are enhanced by the pursuit of peace. The most effective guarantees of peace are a solid economy, a well-educated populace, and a stable world community. All efforts which detract from these guarantees shall be actively opposed. The goal of national security through peace can be achieved only by the education of the citizenry to compete and succeed in a complex and interdependent world. Therefore the proposed disproportionate allocation of funds increasing the national defense budget and decreasing federal funding for education must be reversed.

V. Education of the Handicapped

P.L. 94-142 (Education for All Handicapped Children Act) and the Rehabilitation Act of 1973 should be reauthorized in accordance with the NEA criteria accepted by the Board of Directors in December 1980.

VI. Full Funding of Education Programs

Present programs of specific aid must be expanded, improved, and fully funded to implement the intent of the authorizing laws. Major programs of support include funding for impact aid, refugee and emergency school aid, Chapter I of ECIA funding for the disadvantaged, bilingual/English-as-a-second-language (ESL) education, foreign language and international studies programs, education for the handicapped, American Indian/Alaska Native education, vocational education, education for the gifted and talented, school libraries, and child nutrition programs.

VII. Nuclear Arms Freeze

NEA supports the concept of the Kennedy-Hatfield nuclear arms freeze resolution as introduced in the 97th Congress. Immediate strategic arms control should include a complete halt in the nuclear arms race through mutual and verifiable cessation of testing, production, and further deployment of nuclear delivery systems and other destabilizing weapons.

VIII. Postsecondary Education

NEA believes that funding for federal programs supporting postsecondary education must be maintained; to do otherwise would devastate the quality of programs offered, severely reduce access to postsecondary education, damage equal educational opportunity, and limit the variety of programs currently available for choice by students of all ages.

NEA supports funding of federal student financial assistance, both grants and low-interest loans, so that all students who so wish may have available the funds needed to pursue postsecondary education at either two- or four-year institutions. NEA also seeks to assure continuation of the flow of research funds to postsecondary institutions through the National Science Foundation and other agencies.

IX. Reauthorizations

In accordance with the dictates of NEA policy, NEA will be vigilant in striving to secure reauthorizations of all federal education legislation and other legislation of concern to the organization.

X. Revision of the Tax System or Structure

The system of federal taxation should equitably reflect individual and corporate ability to pay. NEA supports federal tax revisions which would close unfair corporate tax loopholes which significantly reduce revenues. Tax schedules should be equalized to completely remove the "marriage tax" penalty. The more progressive nature of the federal income tax should be used to provide governmental services which adequately address national needs. NEA opposes any effort to amend the Constitution respecting tax limitations or the federal budget and the indexing of future income tax revenues.

XI. Severely Impacted Districts

Adequate funding must be provided to maintain quality education for children in school districts impacted by federal activities or installations. The program must be administered by the Department of Education. The Congress must recognize and honor its obligation to make up tax revenues lost to local school districts due to (1) the presence within their boundaries of tax-exempt military or nonmilitary federal property or American Indian reservations or (2) federal law or policy which results in an expanded school population from which no or minimal revenues derive. Such in-lieu-of-taxes payments must be forward funded and must support an adequate education for all students of the school district. The federal government has a special obligation to severely impacted school districts, including adequate funding for the budget-balancing Section (Sec. 3(d) 2 (B)) of the impact aid law.

XII. Teacher Centers

The Teacher Center program must be restored with earmarked federal support.

XIII. Tuition Tax Credits and/or Vouchers

No tax credits for tuition shall be given for education at any level. Voucher plans shall also be opposed as programs which weaken or destroy the public schools.

XIV. Vocational Education

The Vocational Education Act should be reauthorized in accordance with the NEA criteria accepted by the Board of Directors in May 1980.

Third Tier: NEA Continuing Legislative Concerns

These matters will be lobbied and/or supported as an issue arises in the U.S. Congress.

I. Improving the Welfare, Professional Status, and Personal Economic Security of All Active and Retired Members

A. *Consumer Price Index (CPI).* Legislation should be supported to control the process by which the CPI is developed and adjusted. Adjustments in the CPI should be resisted if there is a negative effect on active or retired members.

B. *Federally employed teachers' rights.* The rights of teachers in the Bureau of Indian Affairs, Overseas Dependents Schools, and other federal agencies must be comparable to the rights of other educators. The Civil Service retirement system should not be merged with the Social Security system.

C. *Individual income tax benefits.* The professional business expenses of teachers should be recognized as business deductions, including deductions for continuing education expenses, home office expenses, and the cost of classroom materials. Fringe benefits should not be taxed. The first $12,000 of education employees' annual retirement income from government pensions should be exempted from the federal income tax. The IRA exemption of $50,000 for employer-paid life insurance should be raised to a minimum of $100,000 with an automatic escalator clause. Social Security benefits should remain tax-exempt.

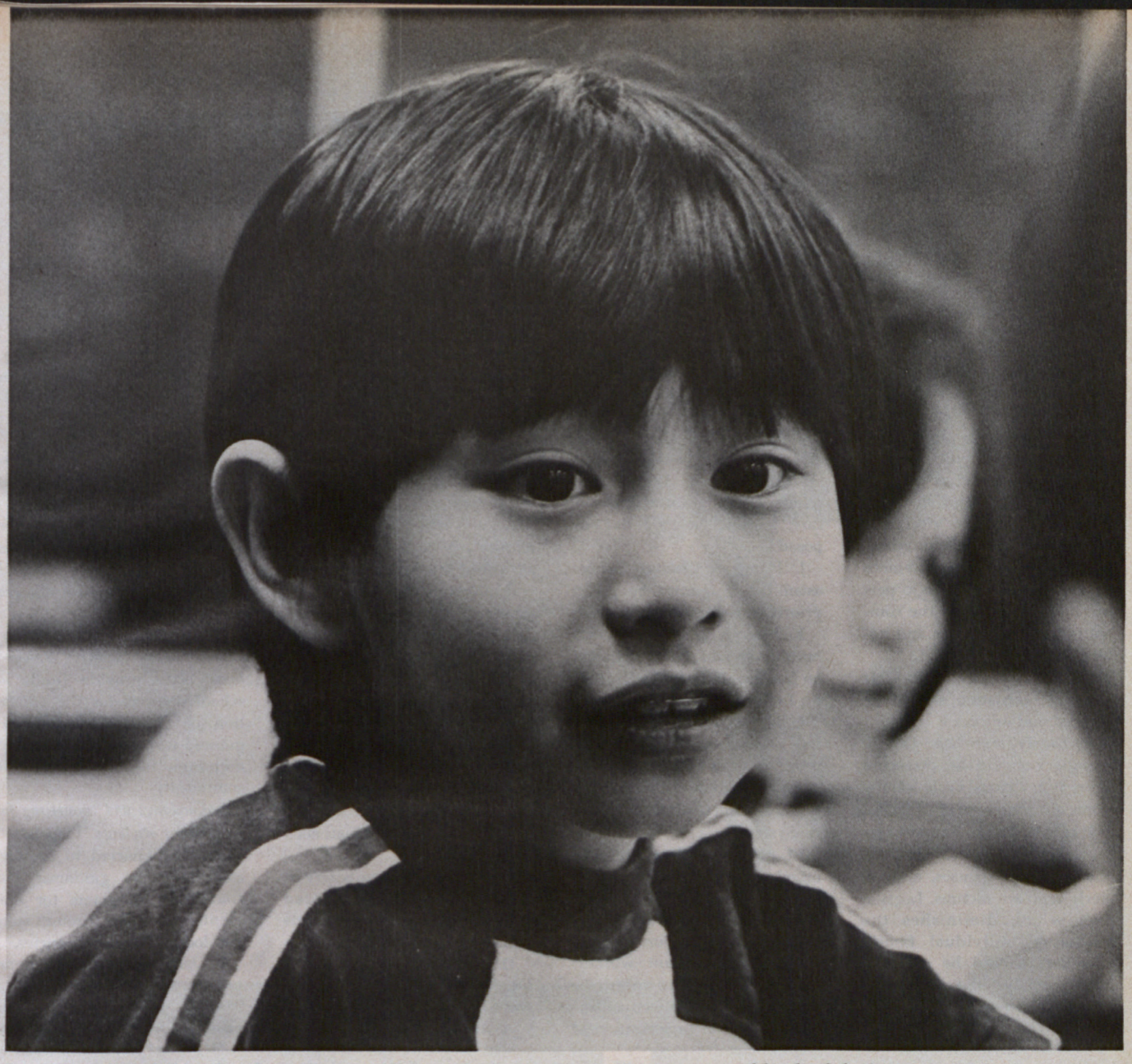
D. *Landrum-Griffin.* The Landrum-Griffin Act should be amended to permit guaranteed proportional representation of minorities.

E. *Materials for classroom use.* Access to copyrighted materials and off-air recording of commercial and public television for not-for-profit classroom use should be assured. A portion of cable television (CATV) capacity should be reserved for educational uses.

F. *Opposition to wage-price controls.* Public employees must not be placed at a disadvantage when compared to private employees. Wages, prices, and profits must be treated uniformly.

G. *Social Security.* NEA must protect the system and its benefits consistent with the following tenets: opposition to mandatory coverage, elimination of the spousal offset, equity for men and women without discrimination based on marital status, no decrease in benefits promised or for which money has been collected, financing of Medicare and Disability through general tax revenues, and preservation of the concept of Social Security supplementing rather than supplanting other retirement funds. Dependents' education allowance should be restored.

H. *Teacher retirement.* Continuing support shall be given to a mobile teacher retirement



Millions of public school students will benefit as NEA secures passage of its legislative program.

assistance act. Assets and earned benefits of retirement systems shall be protected and incursions prevented. Support of federal legislation is predicated on exemption of states where statutes are substantially equivalent to the federal statute and/or regulations. Basic principles for retirement programs include fiduciary and reporting standards, standards for vesting and portability, ownership, and credit for military service as established in resolutions adopted by the Representative Assembly.

I. *Working conditions and employment protection.*

• In schools: Public school employees must be protected under unemployment compensation, and their working environment must be safe and hazard-free with inspection and standards of control at least equivalent to those developed and enforced pursuant to the Occupational Safety and Health Administration (OSHA).

• In general: Right-to-work laws must be opposed and section 14(b) of the Taft-Hartley Act should be repealed. Any weakening of the minimum wage will be opposed. Amendment of the Hobbs Act to include labor unions will be opposed.

II. Preservation and Advancement of Good Public Policy

A. *Broadcasting.* The Communications Act should be revised to reflect a stronger emphasis on the public interest, fairness doctrine, equal-time requirements, ascertainment, and affirmative action regulations. Financial support must be provided for public broadcasting.

B. *Election and voting rights.* Restrictive provisions of the Hatch Act should be removed. Uniform polling hours should be adopted to allow all citizens to cast a meaningful vote regardless of geographical location. Campaign finance reform should be achieved to open to all citizens the possibility of holding office, to assure disclosure of all contributions/contributors, and to assure that the interests of all Americans are protected.

C. *Energy.* A national energy policy must be established to reflect the efficient use of energy from all sources and availability at a reasonable cost. Tax credits for energy conservation and alternate energy sources should be continued. The public should be educated on alternative energy sources, the dangers and benefits of nuclear power, conservation, and the problem of nuclear waste disposal. Antitrust laws should be enacted and enforced to prevent oil companies from expanding into alternate forms of energy. Natural gas should not

be precipitously deregulated. Schools should not be singled out for curtailment or closure at times of fuel shortages.

D. *Environmental protection.* Protection of the environment should be a national priority with the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution, programs designed to preserve a viable environment, and programs to promote educational experiences to permit understanding of the compatibility of humanity and nature.

E. *Fair housing.* Open and fair housing legislation should be enacted and enforced.

F. *Family protection.* Family members should be protected from the vicious cycle of the domestic violence of physical and mental abuse. Support systems should be established for the children, spouses, and elderly who are victims. Legislation which diminishes the rights of individual family members should be opposed. NEA opposes the misnamed "Family Protection Act."

G. *Gun control.* For the protection of schoolchildren and employees and all other citizens, significant penalties should be enacted for criminal actions involving guns with prescriptive controls on the manufacturing, distribution, and sale of handguns.

H. *Health and safety for children.* Children must be in good health and adequately nourished in order to learn in school. All students should have access to nutritious and appetizing menus in school lunch and other school nutrition programs. Social programs such as school nutrition, school health, Medicaid, and welfare must provide assistance to the families which are financially unable to meet these basic needs. A national clearinghouse for information on missing children must be established.

I. *Health care.* Mandatory national health insurance should be enacted and should be provided by public and private agencies to assure health services. Adequate health care shall be available and affordable to all citizens. Voucher or "procompetition" health care schemes which diminish medicare benefits should be opposed.

J. *Immigration status.* Amerasian children must be given priority immigration status.

K. *King observance.* A federal holiday should be established on January 15 in honor of Martin Luther King, Jr.'s, birthday.

L. *Metric system legislation.* A five-year phase-in metrification program must be enacted to facilitate adoption of the International System of Units (S I Metric System).

M. *Migrant workers.* Children of migrant workers should be guaranteed equal educational opportunities. Federal support for migrant education must be maintained. Migrant workers must be assured the right to be represented in collective bargaining by an organization of their choice.

N. *Military affairs.* Draft registration should be based on equal responsibility for men and women. Special programs should be established and implemented to assist Vietnam veterans.

O. *Observances.*

- An Asian/Pacific Heritage Week should be established as a continuous national observance to give recognition to Asians and Pacific Islanders in the United States.
- Legislation should be enacted proclaiming an annual National Women's History Week. Such legislation would provide a vehicle for formal observances that commemorate women's contributions to this nation.

P. *Privacy.* Increasing surveillance of individual citizens and cross-computer interchanges of data by and within federal agencies should be curtailed. Under federal legislation, teachers should have privacy rights equivalent to those guaranteed students.

Q. *Prohibition of smoking in public places.* Legislation should be enacted to prohibit smoking in public places.

R. *Public welfare.* Cost and operation of welfare programs should be assumed by the federal government and based on standards of human dignity.

S. *U.S. assistance to countries violating human rights.* No U.S. military or economic assistance shall be given to any foreign government which violates or permits the violation of the basic rights of its citizens. For example, NEA shall work for cessation of aid to the current administrations in Guatemala and El Salvador.

T. *Youth camp safety.* Safety in camps should be promoted through minimum standards legislation.

III. Provision of High Quality Public Education for All

A. *Administration of federal education programs.* The impact of federal legislative mandates on teaching must be assessed and minimized; decisions on education programs must be made at the school site and district levels with teacher representation from the collective bargaining agent or local association. Funds for classroom instructional purposes must be maximized by limiting and/or capping administrative expenditures at the local and state levels.

B. *Bilingual and ESL education.* Bilingual and English-as-a-second-language (ESL) programs are unique and necessary to achieve functional proficiency in English and so should be funded sufficiently to be available to all students not proficient in English. The educational program should reflect the cultural diversity and heritage of the children within the district, including but not limited to Chicano and Spanish-speaking children, Haitian children, Asian and Pacific-American children, native Hawaiian children, and American Indian/Alaska Native children.

C. *Child care.* The federal government should assist state and local communities in improving and expanding child care services, including childhood development programs, and should strengthen and enforce existing standards.

D. *Education of children of noncitizens.* The federal government shall provide funds to school districts for the education of children of undocumented workers, refugees, and members of the diplomatic community.

E. *Guidance and counseling for elementary students.* Legislation should be enacted to provide comprehensive guidance and counseling programs for elementary students through state and local education agencies.

F. *Optimum class size.* Federal programs should include incentives for local districts to provide for optimum class size.

G. *Teacher preparation.* Federal programs to meet the special needs of disadvantaged, handicapped, and gifted children should include funds for teacher training, with teacher involvement in all stages of planning and implementation of this training.

H. *Testing.* Standardized tests should not be used to deny students full access to equal educational opportunity or to evaluate teachers or students on a single national or state basis. Truth-in-testing legislation should be passed.

I. *Youth and adult training.* Programs should supplement, not supplant, vocational programs and should be adequately funded. Public schools should function as equal partners with government, labor, business, and community-based groups.

NEA and You

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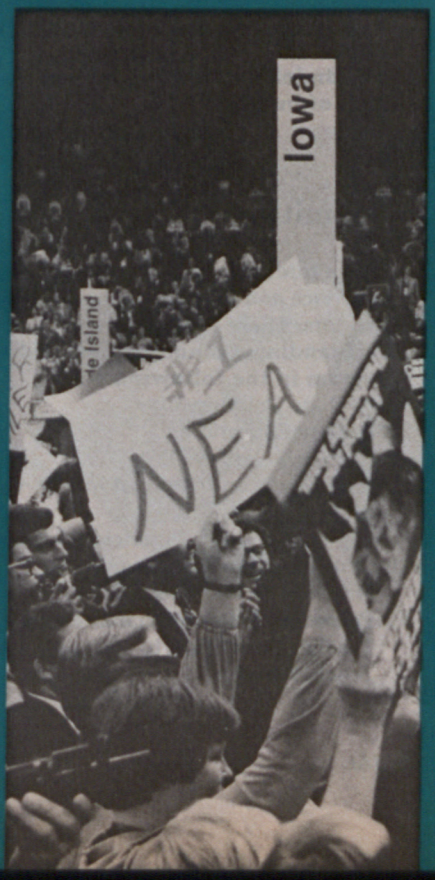


National Education Association

How 1.7 million members in 54 state-level and 12,000 local affiliates—plus Student NEA—govern themselves

Representative Assembly (RA)

Includes some 7,000 delegates, elected by members in state and local affiliates, Student NEA, and other groups.

- **Meets annually.**
- **Sets NEA policy.**
- **Elects NEA executive officers, other Executive Committee members, and at-large members of the Board of Directors.**
- **Adopts NEA annual budget and establishes NEA dues.**

Board of Directors

Consists of 116 directors elected by members in state affiliates and Student NEA or at-large by RA. Also includes members of the Executive Committee.

- **Meets at least four times a year.**
- **Proposes budget to RA.**
- **Acts for the Association between meetings of RA.**

Executive Committee

Consists of nine members, including three executive officers (president, vice-president, secretary-treasurer) and six at-large members, all elected by RA.

- **Meets approximately 10 times a year.**
- **Charters affiliates; has power to censure, suspend, expel, and reinstate affiliates.**
- **Acts for the Association between meetings of the Board of Directors.**

Executive Director

Appointed by Executive Committee.

- **Implements policies established by NEA governing bodies.**
- **Directs NEA staff in implementing programs.**
- **Advises officers and governing bodies.**
- **Administers and assists in preparation of budget.**

Committees

Appointed by the president with the advice and consent of the Board of Directors. There are three types:

- **Standing Committees related to program in the following areas:**
  - Affiliate Relationships
  - Higher Education
  - Human Relations
  - Instruction and Professional Development
  - Legislative and Financial Support for Public Education
  - National Public Relations
  - Peace and International Relations
  - Teacher Benefits
  - Teacher Rights.
- **Committees of the RA related to RA operations and functions:**
  - Constitution, Bylaws, and Rules
  - Program and Budget
  - Resolutions
  - Credentials
  - Elections.
- **Special Committees (number varies) established to accomplish a specific task within a limited time. At present, the Special Committees are these:**
  - Minority Affairs
  - Vocational, Technical, and Practical Arts Educators
  - Women's Concerns
  - Revenue and Services
  - Educational Support Personnel

Review Board

Consists of nine members, appointed by the president with the advice and consent of the Board of Directors. Exercises judicial powers as provided in the NEA Constitution and Bylaws.

The NEA is often characterized as one of the most democratically governed of organizations. The RA elects the nine members of the Executive Committee (facing page) for up to two terms each—of two years for the officers, three years for the at-large members.

NEA Executive Committee, 1982-83

Willard H. McGuire, President. Mathematics/Spanish teacher (on leave), North St. Paul, Minnesota.

Bernie Freitag, Vice-President. German/English teacher (on leave), Bucks County, Pennsylvania.

Mary Hatwood Futrell, Secretary-Treasurer. Business education teacher (on leave), Alexandria, Virginia.

Luther Burse. Professor of industrial arts and technology, Cheyney State College, Cheyney, Pennsylvania.

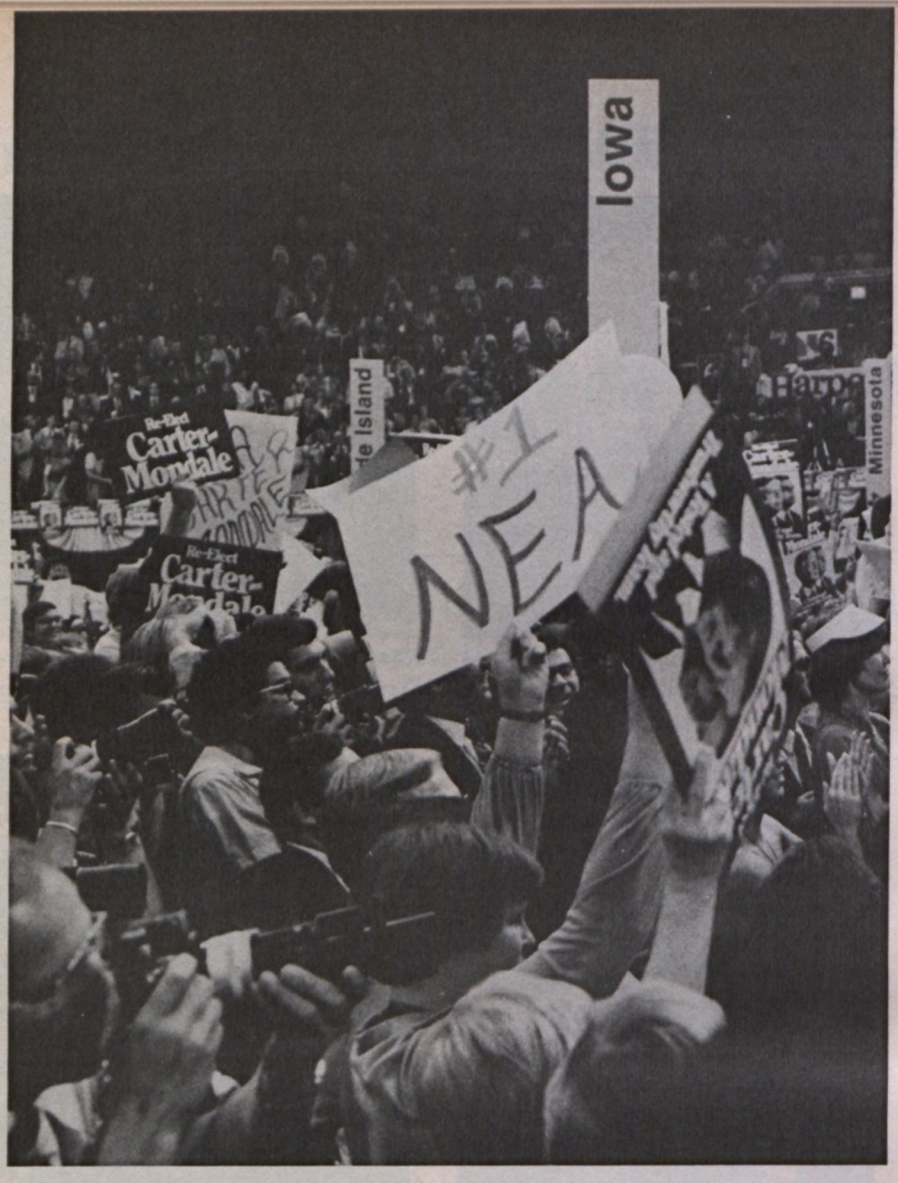
Ed A. Foglia. Reading specialist, San Jose, California.

Odetta U. Fujimori. Diagnostic-prescriptive teacher, Honolulu, Hawaii.

Jim G. Lewis. Social science teacher, Winfield, Kansas.

Pearl Mack. Elementary school teacher, Chicago, Illinois.

Gary Obermeyer. Secondary school art teacher, Seward, Nebraska.



NEA Works for You

On these four pages, you will see pictured some activities of eight of NEA's administrative areas: Political Affairs, Instruction and Professional Development, Government Relations, Human and Civil Rights, Research, Affiliate Services, Special Services, and Communications. The five areas whose work you will not see, however, also are essential to NEA's work. These are Accounting, Data Processing, Employee Relations, Legal Services, and Membership Records. They assist the other eight in carrying out policies set by the Representative Assembly.

You can find more information on the work of all these administrative areas in the index following this picture story.

Upper left: NEA members made up the largest organizational delegation at the 1980 Democratic Convention. NEA Political Affairs (PA) helps affiliates train members for political activity, which can result in this level of representation for education. PA also coordinates the NEA Political Action Committee (NEA-PAC) and provides information about NEA-endorsed candidates.

Lower left: NEA members plan instructional segments for a school videodisc produced by Instruction and Professional Development (IPD); the American Broadcasting Company; and the National Foundation for the Improvement of Education, an independent body which cooperates closely with NEA. IPD also directly helps affiliates with instructional matters.

Above: Two Ohio teachers, former Ohio Education Association president Nancy Luddeke and Barbara Rainey, share their ideas on the federal education budget with Sen. John Glenn. Congressional Contact Teams like theirs lobby federal legislators on issues that affect the schools. Coordinating such teams is one way NEA Government Relations advances NEA's goals.

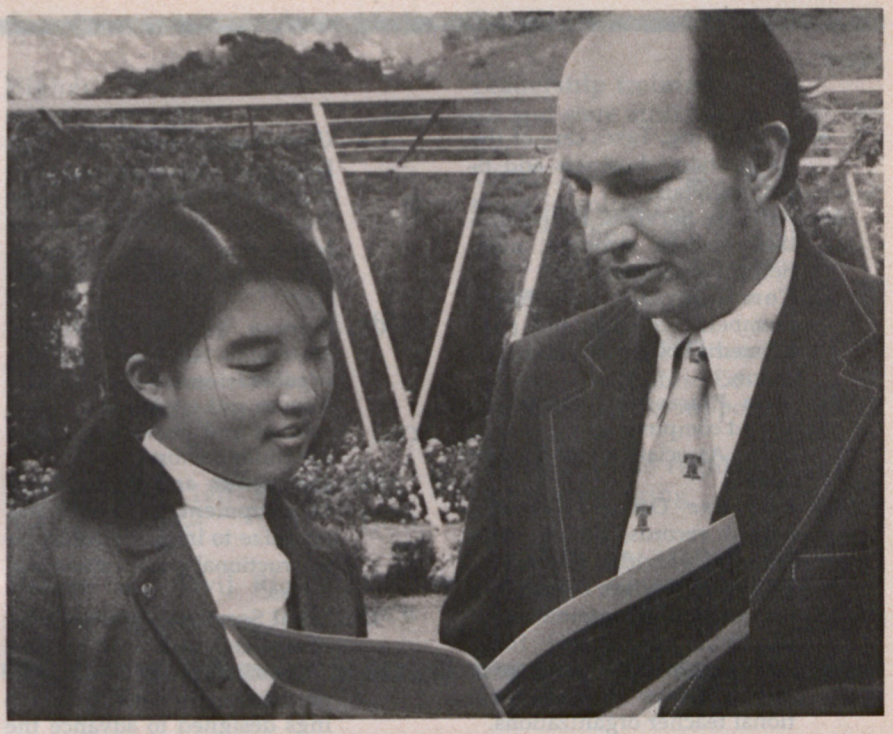
Below: Participants in the 1982 Human and Civil Rights Conference hold a spontaneous walk for peace in front of the White House.

NEA Human and Civil Rights, which organizes the annual Conference, also works to prevent violations of rights, increase the participation of minorities in Association activities, and help affiliates whose districts are being desegregated.

Right: NEA Research staff analyze data. Besides compiling data on a nationwide scale, Research maintains a Computer Cooperative Network that connects state affiliates to information they can use in negotiating, seeking better personnel policies, and providing professional development.

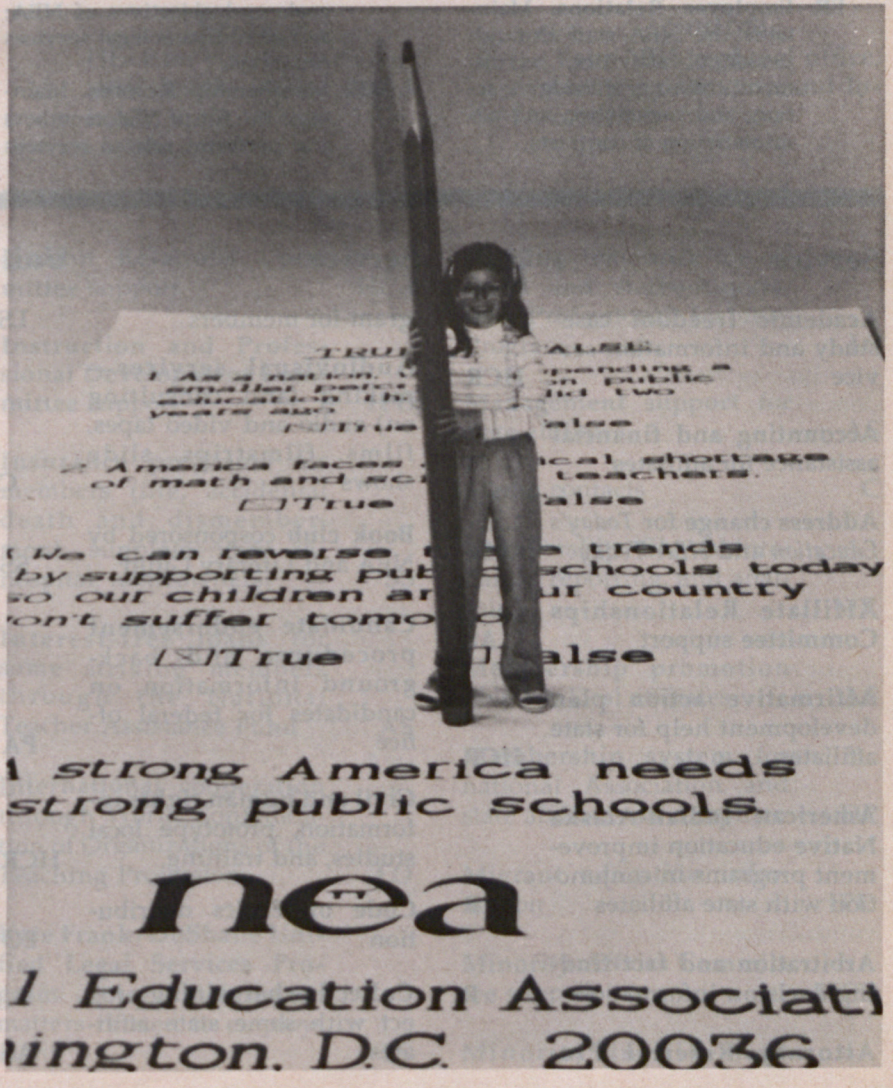
Below: Participants at a training session learn skills that will help them strengthen their associations back home.

NEA Affiliate Services helps state and local associations gain the skills they need to secure contracts that are responsive to members' needs.



Upper right: Richard Eaton, a teacher of Afro-Asian cultures from Elmira, New York, talks with a student at the Seoul (Korea) High School of Music and Art. On sabbatical, Mr. Eaton traveled through East Asia on a study tour sponsored by NEA Special Services.

Special Services also saves members time and money on car rentals, vacation travel, insurance, books, prescriptions, and tax-deferred annuities.



Right: The future of America depends on strong public schools: This is the message of NEA's 1982 fall media campaign, one way Communications gives information about NEA and education to NEA members and the public. (This publication and NEA's tabloid newspaper are two of the other ways.) Communications also provides help with print and audiovisual media to other NEA units and to affiliates.

For a detailed index to NEA services, turn to the next page.

NEA Works for You: An Index to NEA's Work for Members

Key

A: Accounting. Takes care of the Association's business and financial affairs.

AS: Affiliate Services. Helps affiliates become stronger, more helpful organizations.

C: Communications. Informs members, affiliates, and public media about NEA and education.

DP: Data Processing. Serves the varied computer service needs of the Association and its affiliates.

EO: Executive Office. Maintains official records, disseminates policies, provides support to governing bodies, coordinates committee appointments, and conducts specialized functions that include liaison with state affiliates and other national teacher organizations.

ER: Employee Relations. Maintains the NEA staff through personnel activities, recruitment, training, affirmative action, and negotiation and administration of contracts.

GR: Government Relations. Collects and disseminates information on federal agencies and legislation and expresses NEA's positions on federal issues to lawmakers and agencies.

HCR: Human and Civil Rights. Maintains NEA as a leading organization in enhancing human and civil rights in education and provides support for affiliate efforts.

IPD: Instruction and Professional Development. Helps affiliates organize to improve policy on instructional and professional issues.

LS: Legal Services. Provides legal advice and assistance to NEA officers, staff, and affiliates; participates in legal proceedings designed to advance the goals and objectives of NEA; and administers legal services programs.

MR: Membership Records. Maintains the file of NEA members and performs related services for members and affiliates.

NFIE: National Foundation for the Improvement of Education. Works, as an independent foundation, with the NEA on projects to improve education with funds from foundations, corporations, and units of government.

PA: Political Affairs. Coordinates NEA activity in congressional and presidential campaigns, administers NEA-PAC, provides training in political organizing for professional leaders, and helps affiliates deploy volunteers.

R: Research. Collects and analyzes data needed to achieve NEA goals and to help affiliates in their work.

SNEA: Student NEA. Organizes education students nationwide and provides them preprofessional and leadership training through special programs.

SS: Special Services. Administers programs of economic benefit to members.

Service	Unit
Academic freedom case-study and information service	HCR
Accounting and financial assistance for affiliates	A
Address change for *Today's Education* and *NEA Today*	MR
Affiliate Relationships Committee support	AS
Affirmative action plan development help for state affiliates	HCR
American Indian-Alaska Native education improvement programs in conjunction with state affiliates	HCR
Arbitration and fact-finding decision information	R
Attorney Referral Program for members	LS
Audiovisual services—making (and consulting on) audio and video tapes, films, filmstrips, slide shows	C
Book club cosponsored by NEA and Literary Guild	SS
Candidate endorsement procedures and background information on candidates for federal office	PA
Civil and human rights information, prototype local studies, and training	HCR
Code of Ethics distribution	EO
Collective bargaining project with some state affiliates	AS
Computerized accounting for affiliates and NEA	DP
Congressional Contact Teams (two or more members from each congressional district)	GR
Congressional lobbying to advance the legislative goals set by the Representative Assembly	GR
Congressional testimony on issues of concern to NEA	GR
Continuing education program design and negotiation	IPD
Critical issues conferences in the six NEA regions	IPD
Curriculum content studies	IPD, R

Service	Unit
Data processing consultation for affiliates	DP
Desegregation information and assistance for affiliates	HCR
Dropout prevention for Hispanic students	IPD
Education students advocacy	SNEA
Educators Employment Liability Program for members	LS
Educational technology studies	IPD, R
Equal employment opportunity help for affiliates	HCR
Evaluation instruments for assessing special education programs, student evaluation, and achievement of racial equality	IPD
Federal budget analysis	GR, R
Federal election campaign laws	PA
Federal legislation news hotline—(800) 424-8086 (except District of Columbia metropolitan area)	C
Federal regulations information	GR
Freedom of association study (on the right to organize and bargain)	HCR
Fund-raising for NEA-PAC	PA
Fund-raising for projects to improve education	NFIE
Grievance and arbitration information	R
Grievance procedure training	AS
Hertz rental car discount program	SS
Higher Education Committee support	EO
Higher education information and reports	R
Higher education program policy statements and evaluation instruments	IPD
Hilda Maehling Fellowships for professional improvement	IPD
Human and Civil Rights Awards Banquet	HCR
Human and Civil Rights Conference	HCR
Human Relations Committee support	HCR
Instruction and Professional Development Committee support	IPD
Insurance programs for members (life, accidental death and dismemberment, supplementary in-hospital, homeowners)	SS
Interest-free loans for some striking members through the National Teacher Assistance Fund	AS
International cooperation through World Confederation of Organizations of the Teaching Profession	EO
Kate Frank/DuShane Unified Legal Services Program of legal defense in matters related to employment	LS
Leadership training for local and state affiliates	AS
Legal advice and assistance in collective bargaining, teacher rights, and other matters related to employment	LS
Legislative and Financial Support for Public Education Committee support	GR
Legislative and regulatory action monitoring	GR
Liability insurance for members—Educators Employment Liability Program	LS
Liability insurance for officers and staff—Association Professional Liability Program	LS
Management support for state affiliates	AS
Media contacts	C
Membership file maintenance, reporting, and analysis	MR
Membership promotion help for local affiliates	AS
Membership system for national Association and state affiliates on computer	DP
Migrant education information	IPD
Minority Affairs Committee support	HCR
Minority involvement	

Service	Source
HELP for you, the member, with anything not listed here	**Your NEA regional office, but try your state and local first**

Key

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SNEA: Student NEA. Organizes education students nationwide and provides them preprofessional and leadership training through special programs.

SS: Special Services. Administers programs of economic benefit to members.

Service	Unit
training and monitoring	HCR
Monitoring attacks on academic freedom, public education, and members' rights	HCR
Monitoring federal activities	GR
National Council for Accreditation of Teacher Education liaison	IPD
National Indian Coalition on Education participation	HCR
National Public Relations Committee support	C
NEA affiliation standards compliance counseling	AS
NEA Political Action Committee (NEA-PAC) administration	PA
Negotiations advice	AS, R
News link with state and regional offices	C
Organizing	AS
Opinion surveys of members	R
Peace and International Relations Committee support	EO
Periodicals—*NEA Advocate, NEA NOW, NEA Today, Today's Education*	C
Political action targeting and demographics	PA
Political information	PA
Political polling	PA, R
Political volunteer recruitment and training assistance for state and local affiliates	PA
Personnel management services for state affiliates	ER
Preservice education advocacy	IPD, SNEA
Professional materials—books, filmstrips, and audio and video cassettes for in-service education and curriculum resource use	C
Prescription service	SS
Public relations training and publications design assistance for affiliates	C
Representation elections advice	AS
Representative Assembly	

Service	Unit
delegate allocation, certification, and registration	MR
Research Computer Network linking state affiliates with data bank	R
Research memos on contracts and benefits	R
Retired and preretired school personnel programs and benefits through NEA-Retired	AS
Rights protection through court action	LS
School finance facts	R
Sex equity programs	HCR
Staff (UniServ) deployment to affiliates for special assignment (UniServ Staff Utilization Program)	AS
Staff (UniServ) training and contracting	AS
Special needs students studies	R
Standardized membership system training and liaison with states	MR
State association support in leadership training, government relations, communications	AS
Summer Institute on Nonviolence cosponsored with the Martin Luther King, Jr., Center for Nonviolent Social Change	HCR
Surveys in cooperation with affiliates	R
Tax-deferred annuities	SS
Teacher Benefits Committee support	R
Teacher center information and advocacy	IPD
Teacher education and licensure information and technical assistance for state affiliates	IPD, R
Teacher Rights Committee support	HCR
Television advertisements and public service announcements on public education	C
Television program recommendations on programs of special educational value	C
Testing studies	R
Training for state staff in giving workshops on special instructional issues	IPD
Travel programs, either professional or leisure, for members	SS
Urban programs to improve instruction and strengthen affiliates	IPD
Violence abatement in the schools project grants and technical assistance	IPD
Vitamins at discount for members	SS
Vocational, Technical, and Practical Arts Educators Committee support	EO
William G. Carr Scholarships to strengthen the profession and compare education in different countries	IPD
Women's Concerns Committee support	EO
Women's equity technical assistance for state affiliates	HCR
Women's Leadership Training Program for individual members or state teams	HCR

Where To Find More Help

Members or affiliates can inquire further about the services listed by contacting either their regional office or the unit indicated at NEA Headquarters (1201 16th St., N.W., Washington, DC 20036).

NEA maintains its six regional offices for the purpose of coordinating and managing the delivery of services to members. The professional staff members assigned to these offices are deployed to implement NEA programs and assist NEA's state and local affiliates.

Here are the addresses and telephone numbers of the six NEA regional offices:

Mid-Atlantic Regional Office
1201 16th Street, N.W.
Room 214
Washington, DC 20036
(202) 822-7111

Midwestern Regional Office
555 Park Street
Suite 160
St. Paul, MN 55103
(612) 227-7894

Northeastern Regional Office
220 Forbes Road
Suite 3
Braintree, MA 02184
(617) 848-0820

Pacific States Regional Office
1705 Murchison Drive
P.O. Box 921
Burlingame, CA 94010
(415) 697-6000

Southeastern Regional Office
1001 Virginia Avenue
Suite C-329
Atlanta, GA 30354
(404) 768-5441

Western States Regional Office
3333 Quebec Street
Denver, CO 80207
(303) 393-0102

Extracurricular Excellence

Each year, with NEA support, a few members have the chance to contribute something extra to their profession.

Bringing to life a good idea can help colleagues—that's one reason the process is so satisfying. Further satisfaction comes from the use of new capabilities, the feeling of newly tested competence.

Bringing to life a good idea—about teaching, about education associations, about making a comparison to put a situation in a new light—is the responsibility and reward of NEA's Hilda Maehling Fellows and William G. Carr Scholars. Each year, through the Maehling and Carr awards, NEA gives a few of its members the room to stretch their minds and capabilities beyond their previous scope.

The aims of NEA's awards are consonant with the interests of their namesakes. Hilda Maehling was the first executive secretary of the NEA Department of Classroom Teachers and the first NEA assistant executive secretary for professional development. The Maehling Fellowships provide annual stipends of up to $2,500 for projects that will advance professional association work, improve professional development, or develop professional tools and techniques.

William G. Carr, a founder of the World Confederation of Organizations of the Teaching Profession (WCOTP), has served as NEA executive secretary and as WCOTP's general secretary and president. The Carr Scholarships ($2,500 each) support projects or studies to promote global education and/or international understanding.

What do these aims mean in practice? One Hilda Maehling Fellow fitted out an old school bus to give rural and migrant preschool children and their parents an idea of what school is like and how to prepare for it. Another, math teacher Judee Royston of Hope, Arkansas, worked on a local association committee that compiled a list of community resources—people and organizations—willing to help teachers. Working with a group of parents and teachers, a third Fellow developed a television literacy program for the schools, complete with handbooks and training sessions for both teachers and parents.

> Each year, NEA gives some members room to stretch their minds and capabilities.

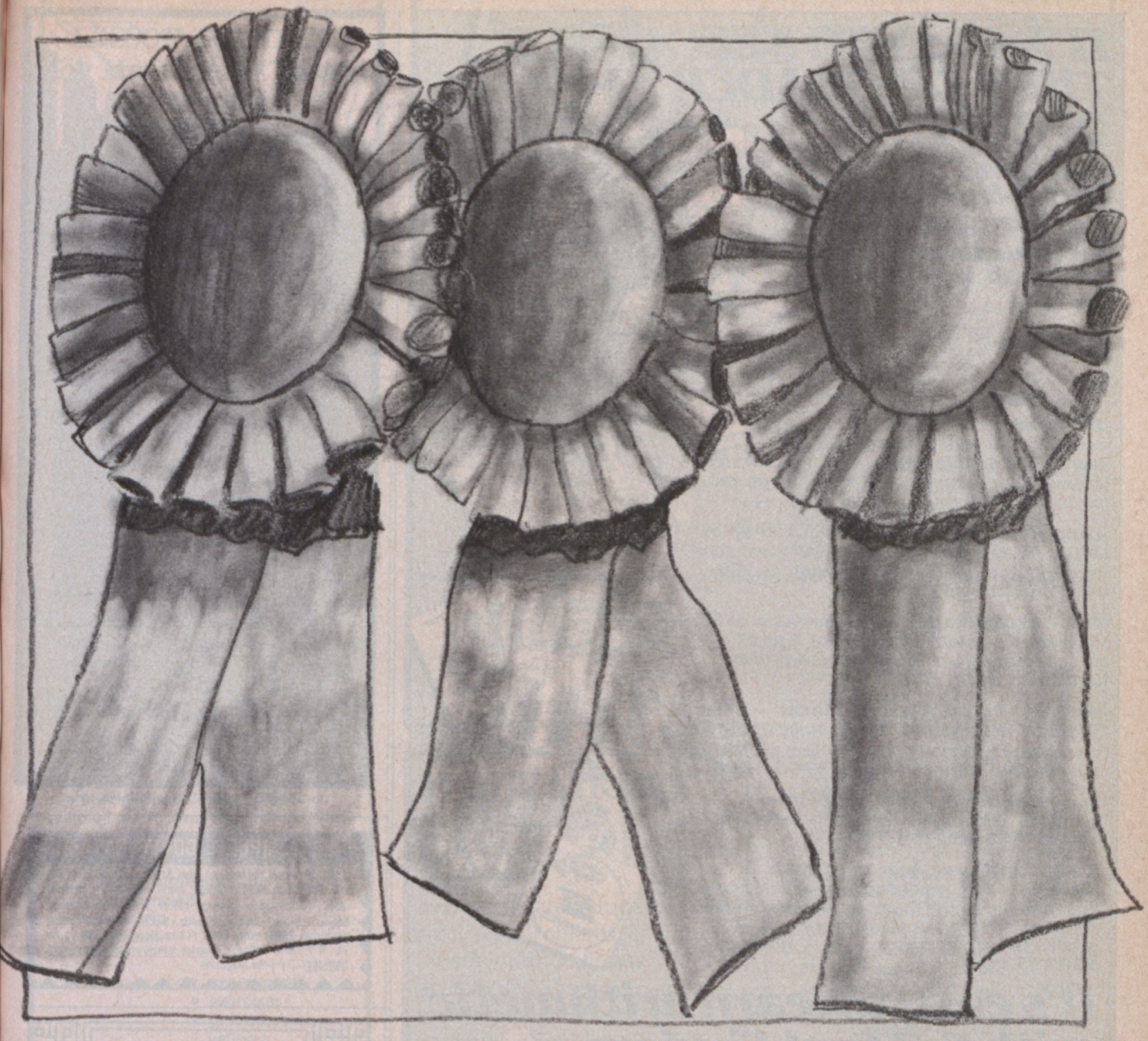
One Carr Scholar prepared teaching units on global education. Another, social studies teacher Arnold Hetzer of Fairfield, Connecticut, studied the effect of national-level salary negotiations on the strength and activity of local teachers associations in Scotland. A third analyzed accountability plans in the United Kingdom and Michigan.

A whole group can share a Maehling project. "Our association's Representative Council wanted to do something for local teachers professionally," says 1981 winner Royston.

"We thought of preparing a list of resources available in the area for all Hempstead County teachers to use—but we realized it would take a lot of time and energy and money to prepare. Without the Fellowship, we could not have done the project in the way we did.

"We got the booklet ready in time to distribute it by the end of the 1981-82 school year, so teachers could use it in planning over the summer.

"This project helped us reach out both to the community and to the teachers in the five Hempstead County systems who are not members. So far the response has been good."



Arnold Hetzer's experience was very different. "I'd negotiated contracts here in Fairfield," says the 1977-78 Carr Scholar.

"So I was interested in associations and remuneration, and I decided to try for a Carr award to study the Scottish system. When I found out that 79 other people had applied for the Scholarship I won, I felt highly honored.

"In the end I did much more than I'd set out to do—took a sabbatical; went to Scotland; got a master's degree in comparative education from the University of Edinburgh; took an education tour to Moscow and Leningrad; and talked to politicians, educators, and the people in the Scottish teachers associations."

"The whole experience," Hetzer concludes, "was very challenging, very exciting." Bringing to life a good idea often is. □

Here's How To Apply

Selection committees for the Maehling Fellowships and Carr Scholarships are drawn from the NEA Board of Directors and Executive Committee, respectively. Any NEA member or educator from another country is eligible for a Carr Scholarship. Maehling awards go to teachers or groups of teachers who are NEA members.

Applications are due for the Maehling Fellowships December 1 and for the Carr Scholarships February 1. NEA announces the winners of the Maehling Fellowships in April; of the Carr Scholarships, in June. Most winners begin their projects the next school year.

For application forms and further information, write to the Hilda Maehling Fellowship Program or to the William G. Carr Scholarship Program, National Education Association, 1201 16th St., N.W., Washington, DC 20036.

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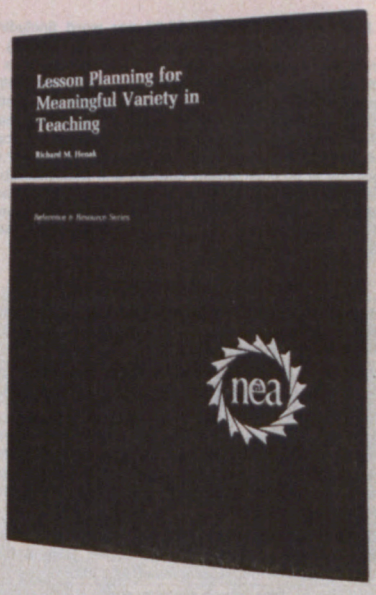

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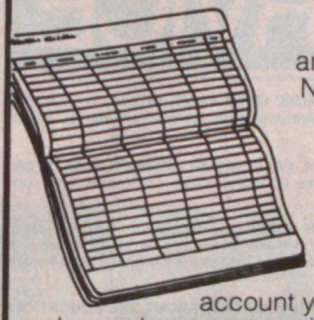

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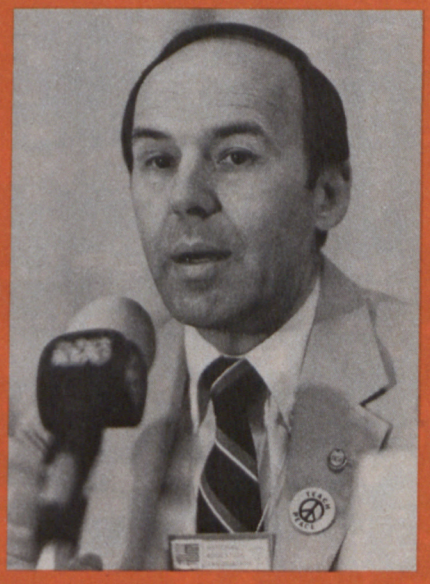
The NEA Annual Meeting



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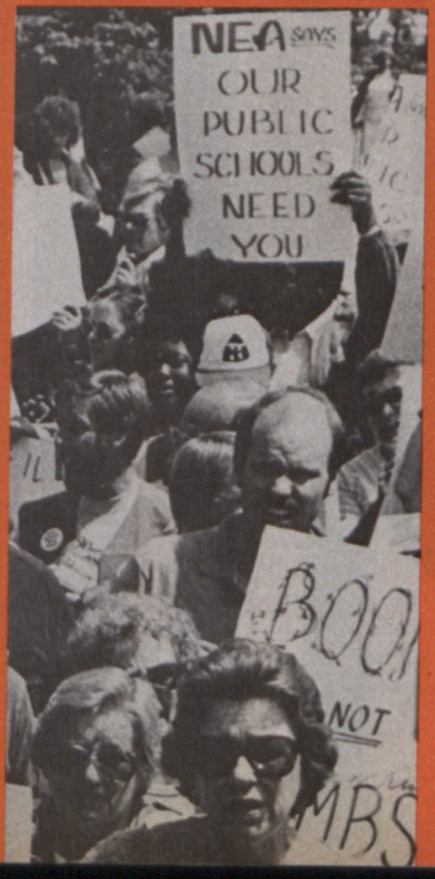

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The NEA Annual Meeting: A Summary

SAM PIZZIGATI

Delegates translated anger into action, concern into commitment.

Close to 7,000 men and women—representing NEA members in every corner of the United States—gathered in Los Angeles July 1 for the 120th Annual Meeting of the National Education Association. The delegates, almost to a one, arrived in LA anxious and angry over the mounting assaults on public education. They left six days later united and committed to the most ambitious political action offensive in NEA history.

In between were six full days of speeches, caucuses, rallies, and debates centering on a recurring convention theme that NEA President Willard McGuire captured adroitly in his keynote address:

> "There can be no educational excellence without political power in our country today. Let us declare an all-out effort to elect a pro-education Congress and a pro-education Administration by November 1984."

Only an all-out effort, McGuire noted, can stop tuition tax credits, restore adequate funding to public school budgets, and end the militaristic madness that stockpiles nuclear bombs at the expense of schoolchildren.

Later in the convention, McGuire pursued this idea:

> "It's been said of America that every generation must fight a war to preserve its freedom. I submit that we are in a war today. It is not a war on foreign soil, but a war that is taking place in every schoolroom and in every state capitol and in every congressional district. It is a war for the survival of public education."

Over the course of the Representative Assembly—the policymaking heart of each NEA annual meeting—the Association delegates adopted a host of proposals that aim to help win the war for public education.

But the delegates did not limit themselves to passing resolutions. They dramatized their personal commitment to public education by digging deep into their pockets for NEA-PAC, the Association's national political action arm. And they even took to the streets to show Los Angeles—and the nation—that teachers and other education employees are not about to sit back and let public education wither away.

By convention's end, the delegates had raised more than $103,000 for NEA-PAC. Thirty-two state delegations averaged contributions of more than $15 per member.

This spectacular fund-raising effort brought the still-growing NEA-PAC total for 1982 past $800,000. Those dollars—each one a voluntary donation from an NEA member—will go toward the 1982 campaigns of pro-education congressional candidates.

The same enthusiasm that fueled the NEA-PAC drive also sparked the "march for education" that kicked off the convention's final morning. Thousands of delegates assembled under a hot sun beating down on Pershing Square in downtown Los Angeles, then marched 10 blocks to the convention center singing and chanting "Books, not bombs" and "One, two, three, four, kids are what we're marching for!"

NEA President McGuire told the rally that ended the march:

> "When school opens this fall, many of our colleagues won't be there because of the Reagan budget cuts. Many of our children will come to school hungry because of the Reagan budget cuts. Many of our children will

Close to 7,000 delegates took part in the democratic process of forging NEA's political agenda.

Books, not bombs: Thousands of delegates, venting their anger over the Reagan budget cuts, joined the "march for education."

be in classrooms of 35 and 40 children because of the Reagan budget cuts.

"There are citizens and special interest groups who would destroy our public schools, and in the presidency of Ronald Reagan, they have found an agent for all that is wrong with their cause. They have recruited a major portion of Congress to their anti-public school position, and their influence has traveled downward—the only real evidence of the President's trickle-down theory—to state legislatures, county commissions, city councils, and local school boards."

That disabling "trickle down" effect, added NEA Secretary-Treasurer Mary Hatwood Futrell that afternoon, can only be stopped at the ballot box.

"There will be no strong America until every one of our politicians has a remedial course at the hands of politically active NEA members. For those who will not learn, we need to use our very effective pass-fail grading system to vote them out as obstacles to the dreams we have for every boy and girl in America."

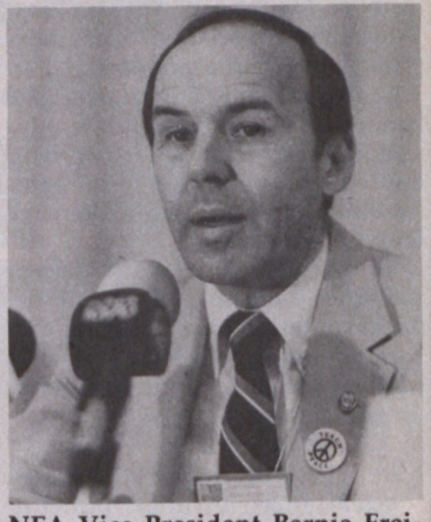
The Representative Assembly delegates made it clear that the Reagan Administration proposal for tuition tax credits will destroy their dreams for America's schoolchildren. The delegates carried with them to the convention some 114,000 petition and postcard signatures against tuition tax credits. At the convention, they voted to promote a massive petition drive this fall to collect 1 million signatures against the President's tax-credit plan.

In another tuition-tax-credit action, the Representative Assembly voted to initiate NEA court challenge to any local or state statute that provides tax credits for parents who send their children to private schools.

The delegates also put NEA squarely on record against President Reagan's five-year, $1.5 trillion military build-up. The Assembly endorsed a nuclear weapons freeze and specifically pledged Association support for the Kennedy-Hatfield bilateral freeze resolution now before Congress.

The call for a peacemaking government sounded throughout the convention deliberations. The delegates saluted President McGuire for his June 24 speech before the United Nations Second Special Session on Disarmament, and many delegates took part in an afternoon peace rally sponsored by a group of delegates.

But the Assembly also emphasized NEA's commitment to national security and overwhelmingly endorsed a bold new federal education initiative designed to enhance America's safety and standing in the world. This new legislation—the American Defense Education Act—would funnel some $4 billion of federal money into school districts for locally structured programs in mathematics, science, computer technology, counseling, and foreign languages.



NEA Vice-President Bernie Freitag unveiled the Association's proposal for an American Defense Education Act.

NEA Vice-President Bernie Freitag unveiled the new bill at a convention news conference.

"This bill is modeled after the highly successful 1958 National Defense Education Act. That legislation helped the nation regroup after the shock of Sputnik. Our hope now is that this new legislation can help us meet the new challenges of international economic competition and advanced technology as we quest for a war-free world.

"It's time for a national commitment to excellence in the schools. We can move toward that goal significantly with the passage of this important legislation."

During convention deliberations the delegates took another key step toward national educational excellence. They adopted the latest element in NEA's ongoing campaign for quality public schools, an action plan to improve teacher education. The plan, two years in the making, is designed to help the Association's state affiliates reform and strengthen teacher education programs.

The action plan lays out clear and strict criteria for judging and evaluating existing teacher education efforts and calls for higher entry standards for admission to—and graduation from—teacher education institutions and programs.

Above all, the action plan aims to help teachers gain control of their profession. "One essential factor," reads the action plan, "has always been missing from the decision-making process about teacher education: the expertise of the practicing teacher."

As approved by the Assembly, the plan outlines the concrete steps that state Associations can take to bring that expertise directly to bear on the shaping of teacher education programs.

Better teacher education will, of course, mean higher quality education. But the Assembly also recognized that the best teacher education programs in the world won't guarantee quality education so long as low salaries are driving many of the nation's finest teachers out of the profession.

At a special convention news conference, NEA Secretary-Treasurer Futrell and four teacher-delegates to the Assembly spoke movingly about the exodus of teachers out of the schools and into better paying jobs in the private sector.

"When society loses a good teacher to more attractive, higher-paying professions, our public school children lose a valuable resource," the NEA secretary-treasurer pointed out.

Futrell noted that accountants at $23,545, rubber factory workers at $24,582, and construction workers at $21,500 all earn higher average salaries than teachers at $18,976. She introduced to the press four teaching colleagues who graphically described how difficult it is to make ends meet on a teacher's salary. Their accounts were later widely reported in newspapers around the country.

One major historic factor behind low teacher salaries has always been sex discrimination, and the 1982 Representative Assembly worked hard to find effective new responses to this age-old curse. In one of many convention actions on sexism, the Assembly adopted a resolution backing "pay equity," the critically important concept that the measurable worth and skills of a job—not "market values" that reflect sex bias—should determine salary levels.

The Annual Meeting this year began the day after the Equal Rights Amendment failed to meet the ratification deadline. But there was no mourning for it at the convention. Delegates were too busy debating and voting a new "sex equity" plan for the Association.

"We've worked long and hard to pass the Equal Rights Amendment over the last decade," President McGuire noted. "Now our struggle moves into new arenas."

The sex equity plan passed by the Representative Assembly tabs political action as a top priority. The plan emphasizes voter registration and get-out-the-vote programs.

Other parts of the new sex equity plan pledge NEA to work with other groups on campaigns to overturn discriminatory laws and regulations at the state and federal levels.

The NEA Representative Assembly boycott of states that have not endorsed the ERA, meanwhile, will continue over the coming year as the NEA Executive Committee and the NEA Board of Directors study the impact that the boycott has had.

A tribute: President Willard McGuire (right) presented a special Friend of Education award to NEA Executive Director Terry Herndon.

During a day-long conference on computers, hundreds of delegates helped identify key instructional issues the machines raise.

(For a complete list of Resolutions and New Business Items that delegates passed, see the section following this article. In addition, "The NEA Legislative Program for the 98th Congress," reprinted in the "Politics '82 and Beyond" section of this volume, reflects the legislative priorities the Assembly set.)

Two NEA governance bodies had new members elected at this year's Assembly. The delegates named Ed A. Foglia and Jim G. Lewis to seats on the Executive Committee.

Foglia, an eighth grade reading specialist, is the immediate past president of the California Teachers Association. Lewis, a social science teacher, is a past president of Kansas-NEA.

The convention delegates also elected Ward Rountree of Dayton, vice-president of the Ohio Education Association, as an at-large representative of ethnic minorities on the NEA Board of Directors.

Mary Hatwood Futrell, the NEA secretary-treasurer, was reelected without opposition.

The Assembly also honored two very special educators for their lifelong contributions to America's public schools. The prestigious NEA Friend of Education award went to Arthur Flemming, an active Republican who served as Secretary of Health, Education, and Welfare during the Eisenhower Administration.

Flemming, also the former chair of the U.S. Commission on Civil Rights, now directs the National Coalition for Quality Integrated Education, an NEA-backed group working to build public support for desegregation by showing that integrated education works.

A special Friend of Education award went to NEA Executive Director Terry Herndon. NEA President McGuire hailed Herndon's long service to the Association at the local, state, and national levels. On behalf of the entire Assembly, he warmly thanked Herndon for his tireless efforts on behalf of the public schools.

Herndon, NEA executive director since 1973, has announced that he will be stepping down from that position next May.

Other honors at the Annual Meeting went to outstanding activists in the struggle for human and civil rights. Thirteen individuals and groups were cited at the 16th Annual NEA Human and Civil Rights dinner, with special honors for Arthur Flemming, Alabama teacher Margaret (Maggie) Bozeman, and the three sponsors of last year's widely praised curriculum guide on the Ku Klux Klan.

Bozeman, a 27-year teaching veteran, earlier this year drew national attention to the Voting Rights Act renewal debate when she was convicted of "voter fraud" after helping elderly Black citizens exercise their right to vote in a 1978 primary.

The KKK curriculum was a joint effort of the Connecticut Education Association, the Council on Interracial Books for Children, and the NEA.

Concern over human and civil rights brought hundreds of Assembly delegates to Los Angeles two days before the Annual Meeting actually started. These early arrivals attended a joint conference on ethnic minority and women's concerns.

The conference focused on a wide range of human rights issues and heard from actress and activist Jane Fonda.

"I thank you for teaching our children that we are all equal," said Fonda. "You teach that you can't kill an idea."

Hundreds of Assembly delegates also attended a day-long conference on computers and the classroom. Workshops at the conference identified the key instructional issues that computer-aided education raises—and even gave participants hands-on experience with the latest computer equipment.

The observers at the computer conference included national television reporters, who went away impressed and eager to cover teachers' willingness to incorporate tomorrow's technology into today's classrooms.

The reporters' reaction shouldn't have surprised anyone. The energy of thousands of Association activists in one place together almost always makes an NEA Annual Meeting impressive.

Mr. Pizzigati is associate director of NEA Communications and associate publisher of Today's Education.

NEA Resolutions

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K. states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States.

The Association further believes the individual at his/her expense must also be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency.

The Association further urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 82)†

A-2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Exercise attitudes of good citizenship, societal productivity, and global awareness

d. Appreciate the aesthetic and moral qualities of life

e. Formulate values for their lives that will lead to continual growth and self-fulfillment

f. Recognize and appreciate the cultural diversity of this nation

g. Recognize the cultural, social, political, and religious differences found throughout the world.

The Association urges its state and local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 82)

†Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. When only one year is shown, it indicates that no revisions have been made since the resolution was first adopted.

A-3. Public Understanding and Support of Education

The National Education Association recognizes the responsibility of the united teaching organization to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association also believes that there must be a representative board of education, elected by the citizens, in each school district, which also has a responsibility to promote public understanding of the schools.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention can be focused on the contributions of education and educators. (69, 81)

A-4. U.S. Department of Education

The National Education Association believes the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that teachers must be fully involved in establishing goals and planning programs for the Department.

The Association believes that attempts to dismember or dismantle the U.S. Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers, or other anti-public education plans are detrimental to the public interest. (80, 82)

A-5. U.S. Department of Education Schools

The National Education Association believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend U.S. Department of Education Schools. (80)

A-6. Educational Neglect

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher-than-average per pupil financial allocations to increase staff, to provide improved instructional materials, and to provide adequate physical facilities for instruction. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve community, parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 81)

A-7. Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching organization: performance contracting; tax credits for tuition to private and parochial schools; voucher plans; planned program budgeting systems (PPBS); and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching organization to prevent such abuses. (74, 82)

A-8. Voucher Plans

The National Education Association believes that voucher plans under which education is financed by federal, state, or local grants to parents, schools, or school systems could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 81)

A-9. Tax Reform

The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property or any other single tax source

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

Resolution A-7, "Deleterious Programs," refers to a wide variety of schemes invented from time to time by people who want to reduce the cost of public schools or at least the amount of money flowing to them. There's no limit to the number of schemes that can be invented by creative minds that don't like public schools.

One scheme that's currently before us, of course, is tuition tax credits. These credits would in effect take tax money out of the public schools and put it into private schools. Schemes like this have come up not just in Congress but on the state level and even on the local level, where they'd provide credits against property taxes.

Then we have the voucher plans that surfaced several years ago. They've been tried in a couple of forms—I think pretty unsuccessfully—but the major purpose is the same: to spend less on public schools. That's also the aim of industrial management models—planned program budgeting or management by objectives.

Our resolution is important to me because I believe the public schools are the backbone of a modern democratic society and we ought to do whatever we can to preserve and protect them.

Bill Potter, social studies teacher, Juneau High School, Juneau, Alaska.

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Eliminate tax laws and rulings that are harmful to teachers and educational needs. (78, 81)

A-10. Economic Stability of States

The National Education Association recognizes that some communities and regions of the country experience significant economic dislocation resulting in financial distress to public education.

The Association also recognizes that the economic and educational well-being of the country depends upon the economic health of each of the states and regions.

The Association supports efforts to correct policies which contribute to the particular economic difficulties of individual states and regions. (81)

A-11. National Health Insurance

The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen, without regard for the ability to pay. Toward that end, it believes that a national health insurance plan should be supported by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by Congress must recognize the government's ability to finance all of its social programs, including education. (78, 81)

A-12. Mass Media

The National Education Association recognizes the total educative effect of the communications media, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence in television programming, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, broadcasters, and parents to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers. The Association encourages advertisers to use standard grammar.

The Association urges its affiliates to establish media study committees to monitor media activities; to provide research material and training to teachers; and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit television viewing. (69, 82)

A-13. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association further believes the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affiliates to express their concerns to their representatives in the U.S. Congress. (81)

A-14. Rural Education

The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 79)

A-15. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A-16. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A-17. Composition of School Boards and Accessibility to School Board Meetings

The National Education Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher and community involvement in educational decision making and to guarantee their right to participation.

The Association believes that school boards must be representative of the population within the school district, including representative participation of minority groups. (80, 82)

A-18. Public School Buildings

The National Education Association believes that public school buildings which are closed should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82)

A-19. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education—

a. To understand the proper use, stewardship, and preservation of a viable environment

b. To promote an understanding of the necessity to protect endangered, threatened, and rare species

c. To reduce pollution significantly

d. To promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival

e. To promote the establishment and management of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 80)

A-20. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation. The Association supports establishment of education programs to increase public understanding of energy and alternative energy sources.

The Association also urges its affiliates to support legislation that would ensure public schools' operating during the school year and encourages new energy sources and efficient design in the renovation and construction of schools.

The Association encourages locals to support efforts to develop conservation awareness and school building energy audit programs. It also urges the support of programs to investigate current energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools.

The Association further urges its affiliates to support March 21 as "National Energy Education Day" and to encourage energy education programs in public schools at all grade levels. (77, 81)

A-21. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals used in construction and maintenance of educational facilities and in classroom teaching. The Association urges that standards and safeguards be established, and programs for prevention and elimination of health hazards be enacted by the appropriate school governing body after input from the local association. The Association further believes that teachers should be assisted in the identification, proper storage, and safe disposal of such materials. (78, 81)

A-22. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and utilization of new technologies that may provide for the safe transport and disposal of nuclear and chemical wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. (79, 82)

A-23. Nuclear Accident Emergency Plans

The National Education Association believes that teachers and other school personnel must be involved in the development of emergency plans in case of accidents involving nuclear reactors and/or radioactive materials. All teachers must receive copies of these plans as they would pertain to their schools. The Association urges its affiliates to work for cooperation and planning among neighboring school districts, communities, and states.

Emergency plans must include, but not be limited to, comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for all involved school personnel, and regularly scheduled practice drills. (82)

A-24. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A-25. Jobs with Peace

The National Education Association believes that a new economic program of "jobs with peace" for its members, all students, and working people should be a cornerstone of the nation's political structure.

The Association calls for a restoration of the public funds that have been cut from the education and human and social services budgets by the Reagan administration. It further calls for a moratorium on any future cuts in these programs. The Association believes that funds for these programs should come from the overinflated military budget. (82)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decisionmaking in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. The Association encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials; insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials; and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life. (69, 79)

B-2. Bilingual and ESL Education

The National Education Association believes that bilingual and English-as-a-second-language (ESL) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The Association urges that both bilingual and ESL programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into nor maintained within the total English program until they have demonstrated the ability to function in such a program.

The Association supports federal and state legislation which would require and fully fund bilingual and ESL programs for all students who are not proficient in the English language because it is not their primary language.

The Association also believes that legislation must provide funds to expand current bilingual and ESL programs, including those for teacher preparation. (81)

B-3. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to work for adequate funding and establishment of the necessary teacher training for effective implementation of multicultural/global education. (81)

Resolution B-7, "Asian and Pacific American Education," deals with several very distinct areas. Each one is of real concern to the Asian communities at large and particularly to those of us who are educators. As I interpret B-7, it calls on us to do these things:

- **Provide special programs for students who need bilingual education or English as a second language.**
- **Provide cultural sustenance for Asian/Pacific American children.**
- **Promote Asian/Pacific American Heritage Week.**
- **Secure federal and state legislation to support teachers with training, materials, and curriculum development about Asian/Pacific culture.**

All of these, of course, are especially important now that the federal government is giving less money to education. Bilingual education, for example, is in great jeopardy. And we'd only begun to provide materials when the government took away the necessary support. A classroom teacher in the Midwest who is interested in providing a well-rounded curriculum has a hard time simply looking around for the right materials. All school districts in the country must have those things.

Gary Higashi, supervisor, Refugee Project, Office of Superintendent of Public Instruction, State of Washington.

B-4. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs.

The Association recognizes the need for teacher training programs for foreign language teachers, and supports teacher exchange programs. (81)

B-5. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of the American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs which preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C. (76, 80)

B-6. Chicano and Spanish-Speaking Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano and Spanish-speaking children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of bilingual visiting teachers and counselors to meet the student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos and Spanish-speaking students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 81)

B-7. Asian and Pacific American Education

The National Education Association recognizes the complexity and diversity of needs of the Asian and Pacific American children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific American parents, teachers, community leaders,

and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Americans to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific American curriculum, preservice and continuing education of teachers, development of instructional materials, and dissemination of information and programs. (79, 81)

B-8. Education of Refugee, Undocumented Alien, and Nonresident Children

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of undocumented aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal and state assistance to provide the educational facilities, personnel, special programs, instructional materials, and an environment free from harassment, which is needed for these students. The Association further believes that a harassment-free environment for these children should be assured by local, state, and federal authorities. (80, 82)

B-9. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of black American children require the direct involvement of black American educators, parents, community leaders, and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to the learning and cultural characteristics of black American children and promote the preservation of their heritage and culture. (81)

B-10. Health of Children

The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association urges local, state, and federal governments and appropriate organizations and institutions to initiate steps to assure the nation's children access to school health services as provided by the professional school nurse.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements

c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods

d. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities

e. Improve educators' understanding of child growth and development to ensure the provision of a climate conducive to good health

f. Strengthen the child abuse laws, improve enforcement, and provide adequate funding for agencies involved in implementation

g. Urge the enactment of legislation in all states against pornographic exploitation of children

h. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to help improve situations where mental, emotional, and physical problems exist

i. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children

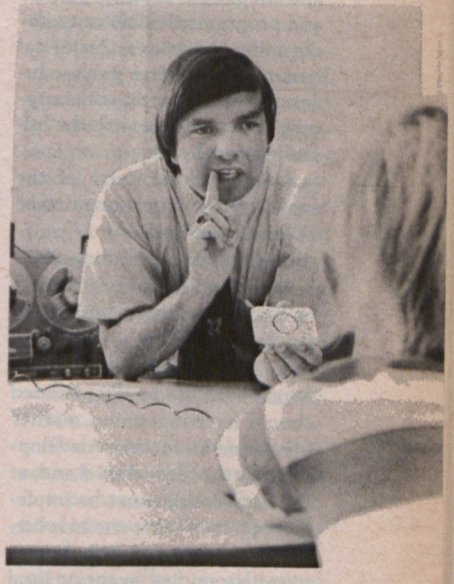
j. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products

k. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 82)

B-11. Pupil Personnel Services

The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, dental hygiene, health, speech, psychological, and attendance services, be increased and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the pre-



school and elementary levels, since behavioral and attitudinal patterns are established at an early age. The Association opposes the subcontracting of pupil personnel services to private organizations. (69, 82)

B-12. Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 80)

B-13. Basic Financial Support of Public Education

The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.

c. Instructional programs which are federally funded should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

g. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.

h. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

i. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

j. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

k. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

l. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.

m. Funds for programs to alleviate sex discrimination and to reduce portrayal of sex stereotypes in the public schools must be provided.

n. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

o. Categorical funding is essential in the areas of special education, bilingual/English as a second language, and for the economically/educationally disadvantaged and must be assured.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77, 81)

B-14. Education in Correctional and Rehabilitation Agencies

The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

B-15. Sex Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control, venereal disease, incest and sexual abuse, and problems from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 82)

B-16. Drug Dependency

The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of the drug rehabilitation programs.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possession and use of small quantities of marijuana should not carry criminal penalties. (72, 81)

B-17. Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 82)

B-18. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs which will assure equal opportunity for occupational development, and which will encourage students to consider nontraditional vocations, should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 81)

B-19. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; those of low academic ability; underachievers; pregnant students and teenage parents; and those who do not qualify or have no desire to pursue a college program.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing and executing the objectives and evaluations.

The Association urges increased support for the identification of these students, multisensory professional development of educators, and development of programs at the local, state, and national levels. Teachers should provide the major input for determining the nature of programs with the assistance of other specialists and advice of parents and students as appropriate.

The Association further supports the effort of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading/learning disabilities to be certified under regulations of each state's department of public instruction. (77, 82)

B-20. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wage; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and liv-

Resolution B-18, "Vocational Education," reflects NEA's awareness that public education in this country has more than one role. To me this resolution is saying that we want to prepare citizens who can read, write, speak, and think, but who also understand trades and have the skills to step into jobs.

This resolution also shows NEA's leadership in reducing conventional career stereotypes. At the postsecondary technical institute where I work, I have seen some progress in students' willingness to pursue nontraditional careers. Still, we have a long way to go, and this resolution shows that in NEA we know that.

Most important of all, I think, is the recognition that we have to constantly retrain ourselves and our students to keep pace with technology. Right now the pace of technology is such that a new engineer's training is obsolete six months after graduation. Education has to be a partner with industry in retooling the United States, educating both young people and old in new areas such as robotics and computers.

I see our job as leading the way into the technological future. Resolution B-18 shows that we are willing to take on this job.

Leigh Barker, teacher, Waukesha County Technical Institute, Waukesha, Wisconsin.

ing. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 81)

B-21. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. Boards of education in conjunction with local affiliates should develop policies that would provide necessary administrative support to the classroom teacher for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management. The Association also supports the student's right to due process, but believes that the rights of those students not creating discipline problems must also be guaranteed. (75, 80)

B-22. Early Childhood Programs

The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize appropriately certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities, the poor, and the elderly in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states and objects to federal government intervention in the credentialing process.

The Association urges its affiliates to seek legislation that would ensure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of mandatory, fully funded kindergarten programs in all states.

The Association advocates the establishment of fully funded preschool special education programs. These programs should be readily accessible, should make available those services necessary to assist handicapped children from birth through five years, and should be staffed with teachers and therapists who are certified by the state. (75, 81)

B-23. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 78)

B-24. Child Abuse

The National Education Association believes that all children should be protected from child abuse, including incest, and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The Association and its affiliates should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse

b. Encourage the development and use of materials to increase student awareness of child abuse

c. Encourage development of teacher preparation courses and professional development programs that stress the identification of, reporting procedures for, and techniques in dealing with abused children

d. Encourage the development by affiliates of educator awareness programs dealing with the abused child.

The Association urges its affiliates to seek the enactment of state and local legislation that would—

a. Provide educators reporting suspected child abuse immunity from legal action

b. Require educators to report to the appropriate authori-

ties instances of suspected child abuse

c. Provide for protection of children from other children. (74, 82)

B-25. Social Promotion

The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B-26. Federal Impacted Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 79)

B-27. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 81)

B-28. Youth Detention and Incarceration

The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those who are so charged. There should be separate facilities for these detained minors. (75, 77)

B-29. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all extracurricular activities. (75, 79)

B-30. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, the Association recognizes that in order to implement federal special education legislation effectively—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both handicapped and nonhandicapped students where misconduct is shown to be unrelated to either the handicapping condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

d. All staff must be adequately prepared for their roles through professional development programs.

e. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

f. The classroom teacher(s) must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

g. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.

h. There must be a systematic evaluation and reporting of program development using a plan that recognizes individual differences.

i. Adequate funding must be provided and then used exclusively for handicapped students, including preschool children.

j. The classroom teacher(s), both regular and special education, must have a major role in determining individual education programs.

k. Adequate released time or funded additional time must be made available for teachers so that they can carry out the increased demands placed upon them by federal special education legislation.

l. Staff must not be reduced.

m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

n. Communications must be maintained among all involved parties.

o. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

p. Individualized education programs should not be used as criteria for the evaluation of teachers.

q. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

r. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.

s. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

t. Local associations must be involved in monitoring school systems' compliance with federal special education legislation.

u. Student placement must be based on individual needs rather than on space availability.(78, 82)

B-31. Migrant Workers

The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to ensure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state with migrant children in its school system. (75)

B-32. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to mounting inflation, declining enrollment, and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 81)

B-33. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 81)

B-34. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 77)

B-35. Middle School and Junior High Programs

The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association further urges development of preservice and professional development programs for junior high/middle school education. (76, 82)

B-36. School Transportation

The National Education Association believes that all aspects of transporting students require close scrutiny. It believes that safety requirements

for buses and other designated school vehicles must be stringently enforced and overcrowding must be prohibited.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 79)

B-37. Family Violence

The National Education Association recognizes the vicious cyclical effects of family vio-

lence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services

and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 81)

B-38. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities which improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81)

B-39. Full Funding for Education Legislation

The National Education Association urges that all education legislation provide adequate funds for full implementation, including funds for teacher training. The Association further believes that teaching materials should be provided for both new and existing educational programs mandated by legislation and that such material for new programs should be available before the implementation of new programs.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded. (78, 79)

B-40. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association acknowledges the need for some students to be gainfully employed.

However, it believes that parents, students, and employers should be made aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement.

The Association also believes that excessive student absences from school, excused or unexcused, have adverse effects on program continuity and achievement of the student. (79, 80)

B-41. Credit Assignment

The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B-42. Bureaucracy in Education

The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B-43. Left-Handed Students

The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79, 82)

B-44. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials which portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 81)

B-45. Off-Air Recording for Educational Use

The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

In Resolution B-46, "Gifted, Talented, and Creative Students," the NEA has taken what to me has always been a very basic position of ours: Take every child where he or she is and go from there to get the best we possibly can out of that student. Good teachers have always taught to varying levels of ability in the classroom, but when we go on record as believing in programs for the gifted and talented, we have made a commitment to them. To me, that's the great value of this resolution.

Probably a lot of us feel that we are not gifted enough ourselves to teach gifted students. The resolution speaks to our need for training. These students think differently and react differently and deal with material differently than other students. Schools that want these programs to be successful must train the teachers, or the programs will become just what we've always had.

Two cautions about these programs: First, we must be careful not to let these students feel that they are better than any of the other students. Rather, they need to feel thankful for their gifts.

Second, we must keep in mind in identifying students for these programs that although gifted students are creative, not all creative students are academically gifted. We, as teachers, can see creativity that doesn't show up on any test.

Nancy Jewell, ninth grade English teacher, Waller Junior High School, Enid, Oklahoma.

B-46. Gifted, Talented, and Creative Students

The National Education Association believes that there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to indicate to educators reliable methods of identifying and teaching these children. The Association also believes that training programs in gifted and talented education must be provided for teachers.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 81)

B-47. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. The participation of public school teachers in employment and training programs should be assured under the following conditions:

a. Teachers and local education associations should have a role in the development of employment and training programs and should have the right to approve programs before implementation.

b. The educational and support components of employment and training programs should be staffed only by certificated educators.

c. Employment of teachers should be within the framework of the local collective bargaining agreement. Salary should be no less than the per hour rate for teaching during the regular school day.

d. Funds for the educational component of employment and training programs should be channeled through and controlled by local school systems.

e. Funds for youth and adult training programs should be designated for training of teachers, counselors, administrators, and school board members in program objectives and procedures.

f. The use of funds and the duration of programs should be flexible in order to accommodate the differing learning needs of students.

g. The amount of funding should be predictable in order to facilitate year-to-year planning.

h. Employment and training programs should provide ongoing counseling, placement, and other support services, and should be provided by certificated personnel.

i. Employment and training programs should provide opportunities for women in nontraditional occupations.

j. Existing educational and vocational facilities should be used in employment and training programs. (80)

B-48. Small Business Management Education

The National Education Association supports providing training at the secondary level for future small business persons and encourages educators at all levels to stress self-employment and the creation of one's own work as a viable career option. School systems should broaden their curriculums to include the teaching of those elements that are pertinent to success in business. (80)

B-49. Student Transfers

The National Education Association believes that the current mobility of the American society dictates the need to expedite informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process. (80)

B-50. Driver Education

The National Education Association believes that driver education behind the wheel and in the classroom should be available as part of the basic education of all students.

The Association urges its affiliates to ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (80)

B-51. Student Stress

The National Education Association believes that there are great and increasing mental and emotional pressures upon the students of this nation. Drug abuse, alcohol abuse, violence, vandalism, and increased suicide among children speak clearly to those pressures and the resultant waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80)

B-52. Higher Education

The National Education Association believes that students should be encouraged to further their education through institutions of higher education.

The Association urges its affiliates to support a fully funded, guaranteed student loan program that would assure higher educational opportunities for all. (80)

B-53. Fine Arts Education

The National Education Association believes that fine arts programs should be an integral part of this nation's elementary and secondary (K-12) school curriculums.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum of their various local school systems. (80)

B-54. Instructional Technology

The National Education Association believes that instructional technology can be employed to improve teaching and learning. Before sanctioning such technology, the Association believes the following conditions must be met:

a. That classroom teachers in each school be involved in the initial planning, introduction, and use of such technology

b. That teachers whose professional practice and responsibility are affected by this new technology be provided with adequate staff development activities

c. That classroom teachers monitor changes in content and format of instructional materials to ensure quality of instruction and curricular coordination

d. That teachers be involved in the decision making as related to changes in the workload and the responsibilities of classroom teachers as a result of the introduction of such technology

e. That teachers be involved in designing appropriate research and carefully controlled development activities related to all aspects of any new technology of instruction. (81)

B-55. Missing Children

The National Education Association, in its concern for the growing number of children who disappear annually, believes that all available means must be utilized in locating these missing children. The Association urges support for a national clearinghouse for information regarding these children. The Association also believes that unexplained absences are suspicious and warrant full and continued investigations. (81)

B-56. Video Game Management

The National Education Association believes that the commercial use of video games has no place in the public schools. The Association urges state and local affiliates to support the enactment of zoning, time, and age restrictions that will regulate the operation of video game parlors in a manner designed to minimize the economic exploitation of youth. (82)

B-57. Life-Saving Techniques

The National Education Association advocates training of students and school employees in basic emergency life-saving techniques. The Association urges the inclusion of this training in the school curriculum. (82)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator who has completed a teacher preparation program in an accredited institution of higher education and holds the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 82)

C-2. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including, but not limited to, the identification of—

a. Factors that determine professional competence

b. Factors that determine the effectiveness of competent professionals

c. Methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board. Under no circumstances does the Association believe it is appropriate to make teacher certification or recertification dependent upon individual professional performance evaluations.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to respond substantively in writing to any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies, and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for professional development, and opportunity to observe and seek or give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision that is constructive provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association opposes any plan to rank teachers on the basis of competency. The Association also believes that examinations such as the National Teacher Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage.

The Association further opposes the use of pupil progress and student assessment tests for purposes of teacher evaluation, advancement on the salary schedule, continuation of employment, granting of tenure, certification, or promotion. (69, 82)

C-3. Class Size

The National Education Association believes that small class size, particularly in grades K-12, allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students.

The Association further believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association encourages local and state affiliates to seek the implementation of a weighted class size formula to reflect the inclusion of exceptional children.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82)

C-4. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; time for planning; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 79)

C-5. Teacher Education

The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening, early field experiences, and counseling. Such process shall not discriminate against anyone because of race, sex, age, creed, national origin, or physical handicap.

b. Assess critically current college and university programs of teacher education and make specific recommendations for changes, including, but not limited to, increasing the academic requirements for admission into and graduation from schools of education.

c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication, and human relations in requirements for certification, and the provision for professional development workshops in these areas for beginning and experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations.

f. Support the active involvement of elementary and secondary classroom teachers in the teaching of methods courses.

g. Support requirements for specific course work in reading instruction for both elementary and secondary certification.

h. Formulate standards for school systems receiving student teachers, including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

i. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.

j. Recommend that Student NEA advisors be Association members.

k. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

l. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.

m. Take immediate steps to become involved in college and university committees that control teacher education programs.

n. Support changes in funding formulas and policies so that teacher education programs receive an equitable proportion of the funds received by higher education.

o. Support the inclusion of courses that provide instruction in the changing role of the family.

p. Support regulations that would place credentialed educators with teaching experience in decisionmaking roles in departments of education and teacher licensing/credentialing agencies. (70, 82)

C-6. Professional Development

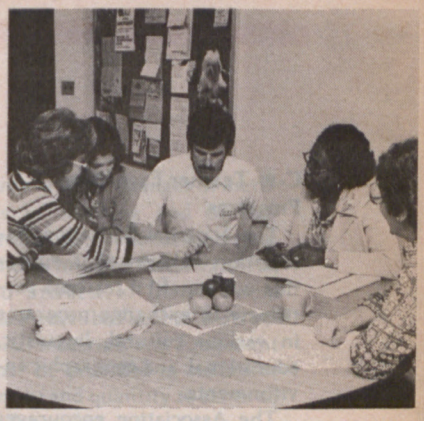
The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to required and voluntary professional development, including the concept of Teacher Centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school systems have a responsibility to fund all expenses for all staff for professional development programs, courses, and conferences that benefit the school program.

The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. To assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation.

The Association believes that teachers should strive for complete control of their own professional development. To this end, the Association encourages its affiliates to develop strategies for the implementation of teachers' professional development programs that are fiscally autonomous and teacher-governed. (76, 82)

C-7. Teacher Centers

The National Education Association believes that Teacher Centers provide an opportunity for teachers to continue their professional development. The Association believes that Teacher Center programs should be based on the needs of teachers and that they should be established in sufficient numbers to be accessible to all teachers.



The Association further believes that teachers from the exclusive representative of the bargaining unit and/or the local association should comprise a majority of the membership of Teacher Center policy boards.

The Association shall continue to seek federal funding for Teacher Centers and shall assist affiliates in obtaining state and local monies for Teacher Centers. (82)

C-8. Competency-Based Teacher Education Programs

The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for preservice and professional development in teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence; that reduce the process of teaching to mechanical, nonprofessional acts; or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented which do not first provide for carefully controlled research and development to assure validity and reliability, indicating that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74, 82)

C-9. Teacher Exchange Programs

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary teacher exchange programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C-10. Misuse of Interns

The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C-11. Criteria for Certification and License

The National Education Association believes that no single criterion should be used for determining who should study for or be certified in the teaching profession. A broad range of factors should be used to evaluate a candidate for professional certification.

The Association supports rigorous and relevant evaluation in the selection and preparation of teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. (77, 80)

C-12. Mandated Standards for Educational Programs

The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C-13. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decisionmaking process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association further urges its affiliates to advocate viable alternatives that increase decisionmaking within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Preservice training and professional development of teachers

c. Teacher work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements. (79, 82)

C-14. School Libraries

The National Education Association believes that a comprehensive library/media program, including printed and nonprinted resource materials and a certificated librarian/

media specialist, should be provided for each elementary and secondary school. (80, 81)

C-15. School Nurses

The National Education Association believes that all students should receive the services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers and librarians/media specialists must select instructional/library materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 81)

D-2. Reconsideration of Instructional Materials and Teaching Techniques*

The National Education Association believes that it is the responsibility of the public schools to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the U.S. Constitution and the Bill of Rights. It is recognized that these democratic values can best be transmitted in an atmosphere which does not restrain free inquiry and learning. It is essential that such a setting be free of censorship, in order to ensure the academic freedom of teachers and students. The Association deplores book burning crusades and the attempts to ban books from the school library and school curriculum by pressure groups.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly reconsideration of instructional materials and techniques when requests for such reconsideration are received. (82)

D-3. Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes. (69, 75)

D-4. Academic Freedom

The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

The Association further believes that legislation and regulations that mandate the teaching of so-called "creation science" violate teacher and student rights.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69, 81)

D-5. Student Evaluation

The National Education Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon student evaluation criteria and to assign grades to students. The Association believes that the classroom teacher is the final authority in assigning student grades. (81)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Bargaining Rights

The National Education Association believes that the attainment and exercise of bargaining rights are essential to the promotion of teacher and student needs in society. The Association demands that these rights be advocated where they are now abridged and strengthened where they are now secured. (80)

E-2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees.

The Association further believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration or the right to strike must be an integral part of any collective bargaining process.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts. (69, 82)

E-3. Higher Education Bargaining

The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government. (77)

E-4. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E-5. Pay Equity

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the sex or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the sex bias in our society.

The Association encourages efforts by teachers and other members of the workforce to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82)

E-6. Professional Salaries

The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 79)

E-7. Salary Goals

The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service

b. Have structural continuity through the use of an index or percentage guide

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within 10 years of faculty experience

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales

f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments

k. Assure that salary paid for summer, continuing education programs, extended contracts, and extra duty is not less than the rate for regular contract pay

l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents

m. Be developed through the process of collective bargaining

n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility

o. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee

p. Define *salary increase* to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69, 79)

E-8. Basic/Fringe Benefits

The National Education Association believes that school systems must provide and pay for basic/fringe benefits including, but not limited to, the following:

a. Comprehensive health insurance

b. Sick leave, with unlimited accumulation

c. Personal leave

d. Maternity / paternity leave, including adoption

e. Sabbatical leave

f. Paid professional leave

g. Paid association leave

h. Workers' Compensation

i. Life insurance

j. Severance pay

k. Tuition reimbursement

l. Personal assault protection

m. Long-term physical and mental disability insurance

n. Benefit extension for laid-off employees

o. Religious leave

p. Retirement compensation

q. Unemployment compensation

r. Optical insurance

s. Dental insurance

t. Legal insurance.

The Association also believes that the basic benefits of comprehensive health insurance, life insurance, and long-term disability insurance should be provided for educational staff members on official leave of absence or maternity/paternity leave. (79, 82)

E-9. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home. (69, 78)

E-10. Teacher Retirement

The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions permitting the purchase of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption.

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

g. Disability retirement for a service-connected disability available to teachers from the first day of employment.

Nonservice-connected disability retirement shall be available to teachers after five years of service.

h. Automatic cost-of-living increases to retirees and beneficiaries.

i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. Affiliates' support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.

j. Full funding and equitable administration in the granting of teacher retirement credit for military service, or provision for purchasing up to five years of retirement credit for military service.

k. Nondiscrimination on the basis of sex or marital status.

l. Retirement credit for unused sick leave.

m. All compensation, including extra-duty pay, in computing retirement benefits.

n. Benefits not reduced by other sources of income, including Social Security benefits.

o. Preretirement counseling.

p. Retirement housing facilities for teachers.

q. Teachers' contributions and benefits that are not subject to federal income taxation.

r. Internal Revenue Service rules and regulations which are not discriminatory.

s. Annual financial statement distributed to all members.

t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs that would be available to all members. (69, 81)

E-11. Social Security

The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77. 78)

E-12. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Depart-

ment of Defense Section Six schools should remain in the Civil Service Retirement System and should not be merged with the Social Security system. (79, 80)

E-13. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in the recruitment, hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 81)

E-14. Written Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E-15. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E-16. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching organization to seek legislation that provides this privilege and protects both educators and students. (74, 75)

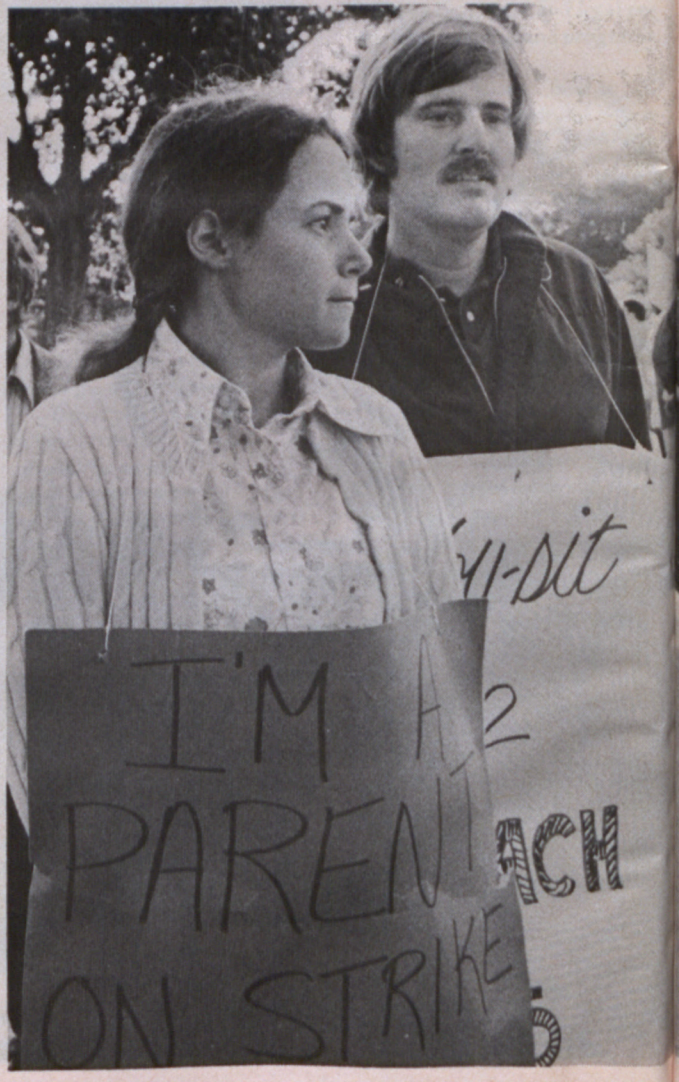
E-17. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of teachers and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of the *ex parte* injunction; the jailing of teachers; excessive



bail; firing of teachers; fines; decertification of an organization as the bargaining agent; loss of association rights; and the revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association further condemns the denial of credits to students who have honored a teacher work stoppage. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued. (69, 81)

E-18. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of noninstructional aides and auxiliary personnel. It further believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher. (69, 80)

E-19. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The NEA has always been in the vanguard of social change. Stating the rights of employees, NEA Resolution E-13, "Nondiscriminatory Personnel Policies/Affirmative Action," exemplifies this leadership.

It is extremely important that at this time the National Education Association not quiver—not join the rollback-oriented, antipeople approach that the present Administration is directing from Washington, D.C. It is important that at this time local associations press forward to secure affirmative action programs in their school systems. A time when the extension of the Voting Rights Act can even be debated, a time when other social rights protections are being attacked (supposedly because of poor economic times), is not the time to accede.

To be liberal in one's views is easy and convenient when times are good, but I suspect that the real test of convictions and commitments comes when times get tight. Throughout history, people have turned on their own when times are hard. I don't want to see our Association follow this road.

Leonard Robinson, social studies teacher, Holmes Middle School, Livonia, Michigan.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69, 79)

E-20. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials which relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights—the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate "not-for-profit" clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 81)

E-21. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to

It is very important for the NEA to have a resolution like E-24, "Protection of School Personnel," because physical safety is very important to teachers and other school employees and also to the students. Without the kinds of protection this resolution calls for, we're going backward, not forward, with public education.

We need legal protection against attack, we need to be paid back for anything that's stolen or destroyed at school, we need special leave—not sick leave—if we're hurt at school. We need to know that a student who attacks someone on the school staff won't show up again right away without any kind of discipline.

The danger is real, and the public and lawmakers must recognize this fact and become concerned about the school employees and also the students. In our state and in our county, we have a protective law against harm to teachers.

I think the NEA, along with state and local boards of education, should take every means to ensure all possible safety for school employees.

Charles Thomas, mechanic, McDowell County Schools, Welch, West Virginia.

transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 76)

E-22. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E-23. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E-24. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 80)

E-25. Protection of Teacher Advocates

The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association urges state and local affiliates to adopt specific guidelines for support of local leaders who face reprisals as a result of actions taken on behalf of the associations or their members.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as teacher message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 81)

E-26. Employment in Overseas Dependents Schools

The National Education Association believes that the Overseas Dependents Schools

operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 77)

E-27. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E-28. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. It encourages both the united teaching organization and the public to recognize the singular and specific function that the substitute teacher performs in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators, and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 81)

E-29. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 81)

E-30. Underutilization of Teachers

The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75)

E-31. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators shall be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off teachers.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 81)

E-32. Right to Privacy

The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

d. The right to notification and enforcement of these rights by educational institutions. (75, 81)

E-33. Educators and National Service

The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement. (75)

E-34. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of teacher retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 82)

E-35. Save Harmless/Teacher Liability

The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E-36. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E-37. Noninstructional Support Staff

The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff share the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77)

E-38. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of educators.

The Association urges its local affiliates to develop, in cooperation with the local

school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that (a) the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and (b) the educator should be guaranteed the right to select his or her own physician. (77, 80)

E-39. Medication in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such services

b. A physician's written verification of the student's need for medication or services be required

c. Written permission of the parent or guardian be required

d. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, the date of the original prescription, and directions for use

e. Proper storage of the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 82)

E-40. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

E-41. Wage Controls

The National Education Association deplores the rampant inflation that is eroding the living standards of Americans. Public employees in general, and teachers in particular, have been especially victimized by inflation.

The Association is opposed to the imposition of any wage controls which freeze public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any anti-inflation program that increases unemployment. (79, 81)

E-42. Stress on Teachers and Other School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy. (79)

Society's attitude makes it vitally important to have a resolution such as E-42, "Stress on Teachers and Other School Personnel." Society considers education and teachers a low priority, so we need to point out forcefully the everyday problems we all experience.

One of the things that makes teaching especially stressful at the present time is the major budget cuts affecting national, state, and local concerns, thus causing cutbacks in programs, cutbacks in services—and, most important, cutbacks in teachers.

Then the students, of course, share the public attitude, mainly because families do not show enough interest in their children or place enough emphasis on their education. Many times we don't get positive, open-minded students coming into the classroom.

We can't go on handling all these problems indefinitely, for if we did, work and health would suffer. We need to have the public recognize that stress is real and has real effects, often detrimental to our well-being. We need programs to help us deal with the stress. That's why this resolution is vital to all of us.

June Murray, teacher, special education, Juvenile Center, Indianapolis, Indiana.

E-43. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of teachers. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the workload.

The Association further asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Pro-rated application of the salary schedule with full recognition of years of experience.

b. An equitable share of all fringe benefits.

c. An agency shop provision.

d. The right to revert to full-time status. (81, 82)

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Profession-

al standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

F-2. Accreditation of Teacher Preparation Institutions

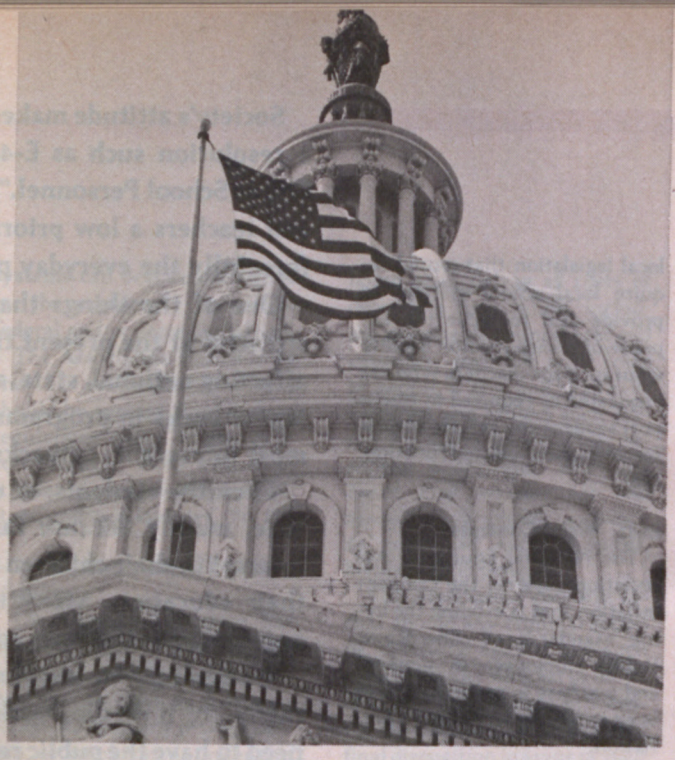
The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 80)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, educators have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. It also believes that local government units should be prevented from restricting the right of teachers to run for any elective office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.



Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 82)

G-2. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association is opposed to the convening of a Constitutional Convention which opens the U.S. Constitution to the possibility of total revision. The Association urges that all proposed changes to the U.S. Constitution be directed through the Congressional proposal and state ratification process as has been previously used. (82)

G-3. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G-4. The Right To Vote

The National Education Association recognizes the right to vote as a constitutional right which should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965. (81, 82)

G-5. One-Person—One-Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the president of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation of the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. Appropriate classroom and other student-related activities.

c. The development of ways to improve police-community and student-police relations

through the joint efforts of school, community, and law enforcement agencies.

d. The reduction of the ratio of students to certificated staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. The further development of continuing education programs to educate school and community personnel.

f. The training of police in behavioral sciences, sociology, and human relations. (72, 80)

H-2. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers designated by the local education association; parents; and representatives of community organizations, business, clergy, and media, which reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Hispanic-American teachers and administrators because of desegregation and bilingual programs. (69, 81)

H-3. Institutional Discrimination

The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H-4. Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges the Department of Defense Schools to take positive steps to recruit minority educators effectively. (79, 81)

H-5. Black Higher Education Institutions

The National Education Association recognizes that historically black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H-6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H-7. Extremist Groups

The National Education Association is concerned about the emergence and resurgence of extremist groups.

The Association strongly believes that our nation's children must be educated to understand and respect cultural, ethnic, religious, and other individual differences; the rights of others; and the importance of these to a healthy pluralistic democracy.

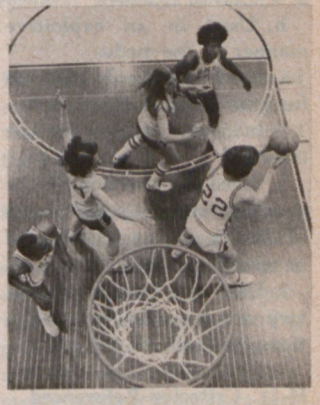
The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools, and it urges all its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80)

H-8. The Holocaust

The National Education Association believes that a way to prevent events which have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81)

H-9. Athletic Programs

The National Education Association believes that at all educational levels female and



male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs. (74)

H-10. Testing

The National Education Association recognizes that testing of students, preschool through job entry, may be appropriate for such purposes as—

a. Identifying learning needs

b. Recommending instructional activities

c. Describing student progress.

The Association opposes the use of tests that deny students full access to equal educational opportunities or that are used to evaluate teachers.

The Association believes that standardized tests should not be administered when they are—

a. Potentially damaging to a student's self-concept

b. Biased

c. Used as the only criterion for student placement

d. Invalid, unreliable, or out-of-date

e. Used as a basis for the allocation of federal, state, or local funds

f. Used by testing companies or publishers to promote their own financial interests at the expense of sound educational uses

g. Used to compare individual schools or teachers

h. Used in an exploitive manner by the media

i. Used as the sole criterion for graduation or promotion

j. Inappropriate for the use intended

k. Used as a criterion for the development of a state system of classification of schools and/or school systems.

l. Used as a basis for monetary remuneration or promotions for teachers. (78, 82)

H-11. Criterion-Referenced Tests

The National Education Association believes that criterion-referenced tests are a viable alternative to standardized norm-referenced tests. Such tests should be designed to describe student performance based on carefully developed curriculum. It is inappropriate to administer criterion-referenced tests that do not specifically measure instructional content.

Staff, time, instructional materials, and other resources should be provided to assist students who experience difficulty achieving the desired criteria reflected by tests. (80)

H-12. Truth in Testing

The National Education Association believes that intelligence, aptitude, and achievement tests have historically been used to differentiate rather than to measure performance and have, therefore, prevented equal educational opportunities for all students, particularly minorities, lower socioeconomic groups, and women. Contemporary research on the structure of the intellect identifies multiple and varied mental operations and advances the significant premise that these operations can be taught, that intelligence is dynamic rather than fixed.

The Association further believes that the truth-in-testing movement is an important step for bringing about long-needed test reform. Therefore, it urges all state affiliates to strive for passage of truth-in-testing legislation that includes a provision for each individual test taker to receive a copy of all test questions, scores, and rationale for correct answers. (80)

H-13. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some individuals, adult or juvenile, from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 80)

H-14. Internment/Containment Policies

The National Education Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82)

H-15. Martin Luther King Day

The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the president of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 75)

H-16. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H-17. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, including equal pay for comparable worth, and leadership in all activities.

The Association supports an equal rights amendment to the U.S. Constitution that guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex, and supports the EEOC guidelines which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language by the united teaching organization.

The Association supports the right of reproductive freedom for all women. The Association urges all branches of government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (69, 82)

H-18. Protection from Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. Further, when such assault occurs, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victim's right to privacy to have his/her past sexual history admitted as evidence in assault cases. Further, the Association recognizes the importance of and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81, 82)

H-19. Federal Support for Public Welfare

The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H-20. Abuse of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical and mental abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care, physical and mental abuse, excessive pharmaceutical charges, inadequate dietary programs, deteriorating living quarters, and untrained staff for patients and residents of nursing and retirement homes.

The Association also supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 80)

H-21. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in an unpopular and highly technological war, the full effects of which are still not known. Therefore, the Association urges that federal and state legislation be enacted to increase benefits and programs for these veterans to meet their needs now and in the future. (81)

Resolution H-15, "Martin Luther King Day," is significant in that NEA is one of the few organizations that can be proud of its efforts to represent a diverse, multiethnic, multicultural constituency. Passage of this resolution shows the world that educated and intelligent people recognize a very important fact: that positive role models are important to all children and are especially important to Black children. For Black children and their parents live in a society that by its very make-up tends—politically, economically, and educationally—to disenfranchise, dehumanize, demean, and ignore them, while at the same time to provide others with economic stability but also with false emotional security and sick political ideologies.

By observing the birthday of Martin Luther King, Jr., in our schools, we remind all our students and teachers that Blacks have been among our country's greatest citizens. If we succeed in having that day made a national holiday, we will be reminding *all* America's people of that fact.

Beyond honoring Dr. King, however, we are designating his birthday as a time to learn ways of improving relations between human beings—through justice, through equality, through courage, through respect. In this way we will ourselves become a monument to the ideals for which he lived.

Therefore passage and implementation of this resolution are indicative of NEA's commitment to support human and civil rights.

Lillie C. L. Carswell, assistant director, ESEA Title I Parental Involvement, Houston (Texas) Independent School District.

H-22. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby. (70, 75)

H-23. Voting Requirements

The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 74)

H-24. Highway Safety

The National Education Association believes that students and their families should be protected from death and injury which result from the operation of motor vehicles by in-

toxicated drivers, that is, drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while intoxicated

b. Advocate appropriate educational experiences for students regarding the effects of driving while intoxicated

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents by intoxicated drivers. (82)

H-25. Gun Control

The National Education Association believes that stricter gun control legislation is needed. The Association believes that significant penalties should be enacted and strenuously enforced for criminal actions involving guns and for those who profit from the illegal sale and distribution of guns.

The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials. (82)

H-26. World Peace

The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

In addition, the Association supports the concept of a U.S. Academy of Peace. The Academy would provide programs, training, and research data in developing peacemaking and conflict resolution skills, and would conduct and provide for the publication and dissemination of information in this field.

The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, are basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars and free resources for important domestic problems. (73, 82)

H-27. Nuclear Freeze

The National Education Association believes that peoples of the world—in their concern for the survival of the planet and humankind—are evolving toward greater and greater collective consciousness and unity in their recognition that nuclear war is the common enemy of all nations and peoples and is not survivable.

The Association calls for a halt to the arms race in order to create a world without nuclear weapons. As a critical first step toward lessening the risk of nuclear war and reducing nuclear arsenals, the Association urges the United States and all other nations to adopt a freeze on the testing, development, production, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. (82)

H-28. Teaching About Nuclear War

The National Education Association believes that, in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation, specific materials need to be developed for use in school classrooms.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should show the effects of nuclear weaponry and demonstrate strategies for disarmament and appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace. The development of educational programs is a first step in that direction. (82)

H-29. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights, and urges the U.S. government to withhold any and all forms of military aid to governments that violate these rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 81)

H-30. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination," thereby making a direct threat against the state of Israel. The Association further condemns all subsequent actions that have the effect of excluding Israel from full participation in the UN.

The Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the right of nations to coexist within safe and secure borders. It applauds the successful and continuing efforts of Egypt and Israel in accomplishing this vital goal in setting the example for peace in the Mideast. (76, 81)

H-31. World Hunger

The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75, 79)

H-32. Ocean Resources

The National Education Association supports the concept that the ocean's resources are the common heritage of all humankind.

The Association further believes that the regulation of the exploration, development, and use of the ocean's finite resources is essential. (82).

H-33. Solidarity

The National Education Association supports the aspirations of the people of Poland to achieve an improvement of their living conditions through their own free and independent union, Solidarity. (82)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members.

The Association condemns all governments for their roles in any acts of injustice against their teachers and organizations and, thus, the children of those countries.

The Association stands ready to help all associations of educators to obtain their basic rights as listed in the NEA resolutions. (81)

I-2. Education in El Salvador

The National Education Association supports the efforts of the National Association of Salvadoran Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country. (81)

I-3. Education in Guatemala

The National Education Association supports the teachers and students of Guatemala in their pursuit of academic freedom and quality education. The Association urges the federal government to deny all military and economic aid to Guatemala. (81)

I-4. U.S. Involvement in Nicaragua

The National Education Association urges the U.S. government to refrain from any U.S. plan for overt or covert action that would destabilize Nicaragua or would adversely affect that government's successful campaign against illiteracy. (82)

I-5. Strong Professional Associations

The National Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-6. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide released time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 82)

I-7. Minority Participation in Associations

The National Education Association believes that at every phase of governance and on all decisionmaking levels of the united teaching organization there should be minority participation at least proportionate to the identified ethnic minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the Representative Assembly. (72, 79)

I-8. Appointments by the President of the United States

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors. (70, 80)

I-9. Retired Teacher Participation

The National Education Association believes that the united teaching organization should ensure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76)

I-10. Supporting Locals in Jeopardy

The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the Association that exist within highly concentrated AFT, independent locals, or National Association of Professional Educators territories. The Association urges its affiliates to initiate and support programs which will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 81)

I-11. High School Organizations for Future Teachers

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations. (80, 82)

New Business Items

These items adopted by the 1982 Representative Assembly are grouped according to the administrative area to which they have been assigned for implementation.

AFFILIATE SERVICES

Relationships of Substitute Teachers and Substitute Teacher Organizations to Local and State Affiliates

The appropriate NEA staff shall prepare a report on the current relationship of substitute teachers and substitute teacher organizations to local and state affiliates. Attempts shall be made to gather information from all states. The report shall include an analysis of significant models and trends. The report shall be submitted to all state affiliates by March 15, 1983. (1982-9)

Coordination of State Bargaining Statutes

The NEA shall design a long-range bargaining plan to coordinate the development of bargaining statutes in the states. In particular, the plan should include methods whereby those states with bargaining laws can coordinate improvements in the laws so that more consistency is obtained. The plan should include, but not be limited by, the following:

1. Improvement of the coordination of job actions and time lines
2. A comparison of existing statutes
3. Consideration of the regional economic effects of coordinated interstate goals in bargaining. (1982-14)

Support for Take-Back Efforts

The NEA shall plan at least one workshop session at the site of the NEA Annual Meeting for delegates from locals that are engaged in take-back efforts.

The NEA shall develop a take-back information pool to provide information and supportive empathy from local and state affiliates that have fought take-back fights for state and local affiliates that are involved in association drives to regain bargaining rights in school districts now dominated by nonassociation bargaining agents. (1982-18)

New Jersey Negotiations Law

The NEA applauds, encourages, supports, and endorses the campaign of the New Jersey Education Association (NJEA) to achieve justice and equity through a new negotiations law for all school employees and all public employees in New Jersey. Especially, the NEA encourages all its members to support and attend the NJEA Rally for Justice to be held in Trenton, New Jersey, on October 23, 1982. (1982-67)

Collective Bargaining for Substitute Teachers

In states that have collective bargaining statutes, the NEA through 1983-84 shall promote, through our state affiliates, the inclusion of collective bargaining rights and responsibilities for our colleagues, the professionally certificated substitute teachers. (1982-68)

Protection of Teaching and Educational Support Positions

The NEA and its affiliates will vigorously oppose the usurpation of teaching and educational support positions through the hiring of private corporations and contractors to provide student and/or school services. The NEA and its affiliates will work to protect and increase the number of bargaining unit positions in school districts held by certificated professionals and education support personnel. (1982-73)

COMMUNICATIONS

Cable Television Contracts

NEA local affiliates are urged to monitor and, whenever possible, actively participate in the development of standards for the granting of cable television contracts for communities and/or school districts where the awarding of a cable television franchise is under active consideration. NEA locals should inform and coordinate efforts with NEA Communications when appropriate. (1982-34)

Inequities of Tax System

The NEA shall make and keep the membership and the general public aware of the serious injustices of the current tax system through a publicity campaign in regular NEA publications as well as through the Association's regular program of media relations. In particular, the NEA campaign shall stress the marriage tax penalty suffered by so many NEA members. (1982-35)

Election of Pro-Education Candidates

The 1982 NEA Representative Assembly requests that each member of the Association devote at least 10 hours on the average to elect pro-education candidates to Congress on November 2, 1982. (1982-77)

GOVERNMENT RELATIONS

Tuition Tax Credits

The National Education Association continues to oppose tuition tax credits and voucher plans because they constitute bad educational policy, bad economic policy, and bad public policy. NEA will continue to do all that is possible to defeat tuition-tax-credit proposals in the Congress. NEA will intensify its efforts to work cooperatively with all individuals and groups in support of the public schools and in opposition to tuition-tax-credits and voucher plans wherever and whenever they are proposed.

NEA urges all members and affiliates to utilize the Association's many community action activities and community contacts and relationships to give all Americans the facts about these proposals that threaten the future of our American public schools.

NEA calls on all members and affiliates to participate in the fall petition drive against tuition tax credits, helping the National Coalition for Public Education make this effort a resounding success. (1982-F)

Construction of Health Facilities for American Indians

The NEA shall urge the United States Office of Management and Budget and the Department of Health and Human Services to construct the previously planned and funded Sacaton Hospital and Rosebud Reservation Hospital and keep open three clinics for Indian people scheduled to be closed in Oklahoma and New Mexico. (1982-43)

HUMAN AND CIVIL RIGHTS

Scientific Creationism

The NEA will oppose efforts that would have science curricula in public schools which include teaching scientific creationism on an equal basis with evolution. (1982-22)

Asian/Pacific Heritage Week

The NEA shall promote Asian/Pacific Heritage Week through NEA publications and by providing appropriate materials to state affiliates. (1982-42)

Child Abuse and Neglect

The National Education Association shall ally with other groups toward the objective of preventing child abuse and neglect. The NEA shall urge its state affiliates to pursue actively advocacy for the welfare of all children and shall advocate state funding and specific educational programs designed to prevent child abuse and neglect. (1982-61)

INSTRUCTION AND PROFESSIONAL DEVELOPMENT

Excellence in Our Schools, Teacher Education: An Action Plan

The 1982 NEA Representative Assembly approves the document *Excellence in Our Schools, Teacher Education: An Action Plan* and authorizes its implementation with those state affiliates choosing to participate. (1982-E)

Guidelines for Adopt-A-School Programs

The National Education Association will develop for its local associations a set of guidelines that can be used in evaluating any Adopt-A-School or similar programs proposed for implementation by their local school districts. (1982-15)

Implementation of Metric System

The NEA shall provide leadership in the effort to bring about full implementation of the metric system of measurement in the United States by (a) coordinating recent and future NEA activities to implement the metric system with the efforts of other agencies and support groups with similar interests and concerns; (b) seeking additional public, private, and foundation support for a comprehensive educational program to prepare the citizenry for full conversion to the metric system of measurement; and (c) encouraging state and local affiliates to join in a coordinated effort to promote metric education. (1982-16)

Development of Curriculum Materials

The Representative Assembly directs the NEA to develop and make available an additional curriculum, suitable for use at elementary and seventh and eighth grade levels, on the Ku Klux Klan and other groups that advocate racism, religious prejudice, and violence. (1982-21)

Implementation of Curriculum To Counter Racism

The NEA reaffirms its commitment to countering racism and racist violence by following through on the initiative taken in developing the curriculum *Violence, the Ku Klux Klan, and the Struggle for Equality*. Implementation steps should include—

1. Encouraging local associations to secure approval of the curriculum for use in their school systems.
2. Encouraging local associations to secure professional development workshops in the use of the curriculum.
3. Publicizing the use of the curriculum and other resource materials to NEA members. (1982-27)

Statement of Intent

The document *Excellence in Our Schools, Teacher Education: An Action Plan* shall have the following statement printed on the copyright page:

> This document has been designed by the NEA for the purpose of evaluating teacher preparatory programs and is not intended to be used in whole or part to evaluate the performance of school personnel. (1982-62)

RESEARCH

Information Bank on Teacher Hiring and Layoffs

The NEA, acting in cooperation with UniServ local affiliates, shall establish an information-sharing bank program that identifies school districts where teacher hiring and teacher layoffs are occurring. (1982-3)

Research on Nonteaching Duties

The NEA Representative Assembly directs that the Teacher Opinion Poll be used to research the number of nonteaching duties performed by classroom teachers and the time devoted to such duties, both in special education and regular education, as mandated by P.L. 94-142 (the Education for All Handicapped Children Act) and other federal regulations. The Assembly further directs that any recommendations be reported to the 1983 Representative Assembly for appropriate action. (1982-26)

Dissemination of Research Data

The Representative Assembly directs the NEA, prior to sending any research data to any board of education or similar organization, to submit said data to the local NEA affiliate for its approval. No data should be released without this approval. (1982-31)

GOVERNANCE AND ADMINISTRATION

Standing Committee on Peace and International Relations

The 1982 NEA Representative Assembly directs that the Standing Committee on International Relations be renamed the Standing Committee on Peace and International Relations and charged as follows:

> The committee shall be responsible for developing policy recommendations relating to international relations activities and for evaluating Association efforts to enhance the security and well-being of the nation through the pursuit of peace. The committee shall suggest measures to promote membership and affiliate involvement in activities that cultivate international and intercultural understanding; shall advise governance regarding NEA's involvement with the World Confederation of Organizations of the Teaching Profession and other international teacher organizations; and shall recommend resolutions, programs, and congressional initiatives to respond to the goal of national security through peace. (1982-A)

Support of Nuclear Weapons Freeze

The 1982 NEA Representative Assembly supports an immediate universal nuclear weapons freeze. (1982-B)

Endorsement of STOP Nuclear War

The 1982 NEA Representative Assembly endorses the Student/Teacher Organization To Prevent Nuclear War (STOP Nuclear War) and encourages NEA members and affiliates to take action to create local units of STOP Nuclear War in their communities. (1982-C)

Action Plan for Sex Equity

NEA reaffirms its dedication and commitment to the swift realization of equal rights for women and men under the law of the United States and each of the states. The Association will implement the following action plan for sex equity:

1. NEA will sponsor the reintroduction of the Equal Rights Amendment in the Congress of the United States.

2. NEA will convene a meeting of the leaders of such groups as the Democratic National Committee, GOP Feminist Caucus, labor unions that have supported the ERA, NOW, other women's groups, and citizen action organizations to develop a common agenda for sex equity and a network of action.

Consensus must be achieved with a wide variety of interest groups to build a broader base of support for the issue, a common purpose, and an agreed-upon plan of action.

3. NEA will develop a "Women's Rights Vote" voter registration and get-out-the-vote campaign to show clearly that there is strong public support for equality. Such a campaign will involve all state and local associations and the thousands of NEA members who have contributed to the NEA/ERA Fund in an active effort to build a positive political mandate. The campaign will be coordinated with NEA's political action program for the 1982 congressional elections—the first arena for a vote on women's equality.

A multilevel strategy must be pursued to heal political wounds and create a political mandate for the legislative battles which lie ahead on the federal and state levels.

4. NEA will work with other organizations for the passage of the Equal Rights Amendment and the enactment of changes in federal laws to enhance sex equity. The NEA Legislative Agenda includes the passage of the Equal Rights Amendment and other provisions on women's equity as priority civil and human rights issues before the Congress.

Gains that have been made in Title IX of the 1972 Education Amendments and other statutes must be protected. Changes must be made in the Social Security Act, the tax code, and other programs to achieve economic equity at the federal level.

5. NEA will work with other organizations on a joint strategy to ensure passage of voter referenda as part of the state constitutional amendment process and to secure passage of substantive state legislation. NEA will provide a clearinghouse and technical assistance to state associations on methods of achieving equality through state legislation.

State affiliates and national organizations that support women's rights must intensify their efforts to correct inequities through state legislation.

6. NEA will cooperate with and support groups involved in litigation on the basic questions surrounding equality of rights under the law.

The Association must explore all possible avenues of legal remedy and redress on women's rights issues.

7. The NEA executive director will appoint a staff task force to plan, coordinate, and implement the NEA Action Plan for Sex Equity.

The campaign for ratification of the Equal Rights Amendment has been a fully coordinated activity of all units of the National Education Association. This has been a significant factor in achieving the concerted action essential for success.

8. The Executive Committee and Board of Directors will analyze the impact of the NEA boycott of unratified states and recommend to the 1983 Representative Assembly an appropriate Association policy regarding meetings in unratified states.

It would be premature to change the current boycott position without a careful assessment of all pertinent factors, including the implications of state constitutional ERA initiatives, the application to states that rescinded ratification of the ERA, and the efficacy of the boycott position in advancing ratification of ERA. (1982-D)

References to Federal Legislation and Regulations

Each time reference is made to a public law, proposed federal law, or federal regulation in a new business item, a brief explanation of that law or regulation will be printed in the rationale. (1982-4)

National Teaching Certificate

The NEA, through the appropriate committee, shall study the feasibility of establishing a national teaching certificate, issued by the NEA. Upon approval of the plan by the Board of Directors and the Representative Assembly, the NEA, in cooperation with state and local affiliates, shall endeavor to have this certificate recognized by the various states. (1982-6)

Training Program on Management of School Employee Retirement Systems

The NEA Standing Committee on Teacher Benefits shall conduct a study and develop a plan for a training program which will assist school employees in effectively managing their retirement systems and the monies in those systems. (1982-7)

National Health Insurance Trust for Educational Employees

The NEA, through the Standing Committee on Teacher Benefits, shall explore the possibility of the development of a national health insurance trust for educational employees, which would be made available for subscription by the state associations. (1982-8)

Materials for Alternate Directors

The NEA will provide to one NEA alternate director per state copies of all written materials that are mailed to the NEA directors prior to the Board of Directors meetings. (1982-19)

Federal and State Equal Rights Amendments

The 1982 NEA Representative Assembly recommends that all state associations adopt, as part of their legislative programs, not only the support of the concepts of the Equal Rights Amendment but also the commitment to work actively to establish state ERAs in all states which do not already have them. (1982-32)

Sponsorship of News Program

The NEA Standing Committee on National Public Relations will consider NEA sponsorship of at least one-half hour daily of the National Public Radio news program *All Things Considered*. (1982-38)

Support of Solidarity

The National Education Association supports the efforts of an outstanding member of the labor union family, Solidarity, in demanding an end to martial law in Poland and the return of that organization to its free and legal standing. (1982-46)

Directive to NEA Delegates to WCOTP Assembly

The NEA directs its representatives to the assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP) to publicly express the support of the NEA for the struggle of the Polish people for freedom, the return of Solidarity to its free and legal standing, and the return to freedom of Lech Walesa and others now being held against their will. The NEA further directs its representatives to the WCOTP meeting in Switzerland to submit a resolution which seeks the support of WCOTP in this matter. (1982-47)

Categorization of New Business

The 1982 NEA Representative Assembly requests the Committee on Constitution, Bylaws, and Rules to submit a proposed amendment to the Standing Rules that will direct the NEA president to appoint a committee, to be approved by the NEA Board of Directors, whose function would be to place all new business items to be considered by the Representative Assembly into one of two categories as described herein. The grouping will be done on a daily basis.

Category I—Business items which directly affect school employees and working conditions (including but not limited to wages and benefits, retirement, collective bargaining, binding arbitration, and so forth).

Category II—Business items which do not deal with issues related to school employees or working conditions (including but not limited to issues of foreign policy, noneducational domestic issues, and so forth).

Category I items will be considered first at each business meeting. All items not considered at each business meeting will be placed in the same category for the next business meeting. Priority will be given to Category I items at all business meetings. (1982-48)

March Through Los Angeles

NEA President Willard H. McGuire will lead the delegates to the 1982 Representative Assembly on a walk through the City of Los Angeles on July 6. At approximately 5 p.m., or whenever the president feels it most appropriate, the delegates will walk in three's on the sidewalk. The walk will end at a central location where President McGuire will very briefly explain the reasons for the walk; for example, public school finances, the Equal Rights Amendment, policies of the Reagan administration, and other appropriate reasons. Further, President McGuire shall be authorized to make whatever arrangements are necessary to carry out this motion and to have arrangements made for all types of press coverage. (1982-49)

Recognition of Deceased Educators

NEA shall provide time during programs to pay tribute to deceased educators who dedicated their lives to the cause of education. Some space should be provided for a memorial service or some type of recognition in remembrance of those who served education during their lifetimes. (1982-53)

National Teachers Day

The NEA shall take appropriate action to reinstate and place on the calendar a National Teachers Day, but not necessarily as a national holiday. (1982-54)

Court Challenges to Tuition-Tax-Credit and Voucher Plans

The NEA shall initiate a court challenge of the constitutionality of any tuition-tax-credit or voucher plan adopted as law. This intent shall be made known to Congress. (1982-60)

Special Committee on Educational Support Personnel

The 1982 NEA Representative Assembly, recognizing the rapid growth of educational support personnel (ESP) within the NEA, directs that a special committee on ESP be established to advise the Board of Directors and recommend policy in matters concerning educational support personnel. (1982-63)

Effectiveness of Urban Associations

The NEA Executive Committee shall identify factors that will enable urban associations to work more effectively within their state associations. (1982-70)

Loss of Lives Due to Military Action

The NEA expresses deep concern for loss of lives everywhere due to military action as a means for resolving political differences. The NEA will communicate this concern to the United States government. (1982-74)

Information on Clustering for Small Local Affiliates

The 1982 NEA Representative Assembly directs NEA to provide the following to locals with fewer than 76 members:

1. Information on NEA benefits specific to those locals and their members
2. A report on the impact of new business item 1981-40, Clustering of Small Local Affiliates, on the clustering process, said report to include but not be limited to copies of states' clustering plans
3. Assistance in planning and/or implementing state clustering plans upon the request of locals whose combined membership entitled them to become a clustered unit and that are in a state in which fewer than 50 percent of the eligible locals are represented in the NEA Representative Assembly. (1982-76)

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*A "byte" is the equivalent of one character of information — like the letter "a" or the number "2." A Kilobyte, then, is about one thousand characters.

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It can also serve as the teacher's personal tool, managing student files, monitoring class performance, generating curves and grades, and applying the speed of word processing to creating and revising tests, lesson plans, reading lists and other documents.

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DOES IT SPEAK YOUR LANGUAGES?

As you know, different computer languages are suited to different tasks. BASIC and Logo are great for teaching programming. FORTRAN is the language of science. COBOL means business. And so on.

Most personal computers can use only one or two languages.

But the Apple II can be fluent in every major language used in education, including BASIC, COBOL, FORTRAN, Pascal, PILOT and Logo.

PILOT is a superb language for developing your own courseware without any prior programming experience.

Apple Logo, with its Turtle Graphics, is the most effective language yet developed for beginning computer instruction.

No matter what you want an Apple to do – teach computer literacy, math drills, questions and answers, vocabulary, graphics, beginning to advanced programming – it speaks your language.

CAN IT PAINT RAINBOWS?

Study after study has proven that color graphics improve spatial perceptions, lengthen attention spans and increase fun.

But not all personal computers offer color graphics.

The Apple II comes standard with 16-color capability and high resolution graphics.

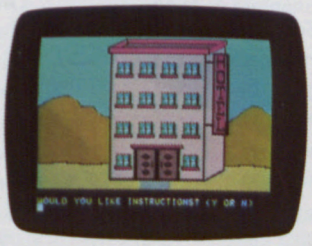
IS NETWORKING AVAILABLE?

Networking simply means that several computers can be linked together – at a substantial savings in equipment.

Apple's new SchoolBus™ (available early 1983), allows several Apple II's to share peripherals, like a common printer or disk drive. It can save you up to 30% on the cost of each student station, making Apples more affordable than ever.

WHO SUPPORTS IT?

Some of the biggest names in computers aren't very big on local service. But Apples are backed by over 1200 full-support dealers in the U.S. and Canada – more than any other personal computer company.



WHAT ARE THE FINANCIAL OPTIONS?

Apple offers leasing programs specifically geared to the needs of both publicly and privately funded schools. We also have buy-agreements with the departments of education in several states for quantity purchases. And Apple's extended warranty program guarantees set maintenance costs. So administrators can accurately project their costs.

THE FINAL EXAM.

How committed is the manufacturer to education?

At Apple, we're very committed.

We've developed programs to make Apples easier to afford, and teacher training programs to make Apples easier to use.

We're constantly working with educational publishers to improve the quality and range of courseware, and to insure that future courseware will always be compatible with Apples.

And our new enhanced version of the Apple II, the Apple IIe, offers you more features than ever before.

For the location of the authorized Apple dealer nearest you, call **800-538-9696.** (In California, call 800-662-9238.) When all your questions are answered, you'll find the Apple II remains the classroom standard.

And we know you'll give it high marks.

The personal computer.

apple®

PUBLISHERS DEVELOPING SOFTWARE FOR APPLE

ADDISON-WESLEY
ENCYCLOPAEDIA BRITANNICA
HARCOURT BRACE JOVANOVICH, INC.
HARPER & ROW
HAYDEN BOOK COMPANY
D. C. HEATH
HOFFMAN EDUCATIONAL SYSTEMS
HOUGHTON MIFFLIN
RICHARD D. IRWIN
McGRAW-HILL
MILLIKEN PUBLISHING
MILTON BRADLEY
PRENTICE-HALL
RANDOM HOUSE
READER'S DIGEST
RESTON PUBLISHING
SCHOLASTIC
SCIENCE BOOKS INTERNATIONAL (SBI)
SCIENCE RESEARCH ASSOCIATES (SRA)
SCOTT, FORESMAN
SOUTH-WESTERN PUBLISHING
STERLING SWIFT PUBLISHING
WADSWORTH ELECTRONIC PUBLISHING
JOHN WILEY & SONS

EDUCATIONAL SOFTWARE AVAILABLE FOR APPLE*

Accounting
Algebra
Astronomy
Atomic Structure
Basic Living Skills
BASIC Programming
Biology
Computer Literacy
Early Civilization
Elementary & High School Math
Elementary Language Arts
English Grammar
French
Geology
Geometry
German
Grade Reporting
History
Library Skills
Literature
Logo Programming
Music Education
Organic Chemistry
Pascal Programming
Pharmacology
Physics
Pre-Calculus
Reading
Social Studies
Spanish
Speed Reading
Spelling
Statistics
Typing
Vocabulary
Word Processing

**Partial list*

	APPLE II®	TRS-80® Model III	COMMODORE PET®	ATARI 800®
MAXIMUM MEMORY:	64K	48K	32K	48K
EXPANDABILITY:	8 Built-in Expansion Slots, RS232, Serial, Parallel & IEEE Standard Interfaces	RAM and Peripheral Edge Card	IEEE Bus, 2nd Cassette Port	1 Serial Port
DISK CAPACITY: (Per Drive)	140KB	134KB	170KB	88KB
CAN CP/M BE ADDED:	Yes	No	No	No
ASCII CHAR. SET:	Yes	No	Yes	Yes
COLOR:	Yes	No	No	Yes
BUILT-IN SOUND:	Yes	No	No	Yes
SERVICE CENTERS: (approximate)	1,200	250	200 (Third Party)	700
EXTENDED WARRANTY:	Yes	Yes	No	No
SCHOOL LEASING:	Yes	Yes	No	No
FACTORY SUPPORTED LANGUAGES:				
BASIC	Yes	Yes	Yes	Yes
Pascal	Yes	No	No	No
FORTRAN	Yes	Yes	No	No
Logo	Yes	No	No	No
PILOT	Yes	No	No	Yes
Super PILOT	Yes	No	No	No
COBOL	Yes	Yes	No	No

Resources

Where to find what you need to know: a "yellow pages" for NEA members

Arts

Music Educators National Conference, 1902 Association Dr., Reston, VA 22091. (703) 860-4000.

Nonprofit organization dedicated to the improvement and expansion of music education at all instructional levels. Publishes *Music Educators Journal,* issued September through May: subscription included in membership. Also publishes books and pamphlets, produces audiovisual aids, and offers regional conferences.

National Art Education Association, 1916 Association Dr., Reston, VA 22091. (703) 860-8000.

Nonprofit association for art educators at all instructional levels. Dedicated to expanding and developing quality art education programs. Publishes *Art Education,* a magazine issued six times a year: subscription included in membership; and *Studies in Art Education,* a research journal issued three times a year: subscription, $20; single copy, $9. Also publishes a newsletter and books, and offers regional conferences for teachers and students.

Computers

Association for Educational Data Systems, 1201 16th St., N.W., Washington, DC 20036. (202) 822-7845.

Nonprofit association that aims to promote the use of computers in education by providing a forum for the exchange of ideas and information. Publishes *AEDS Journal,* a quarterly, and *AEDS Monitor,* issued six times a year: subscriptions included in membership. Also publishes a newsletter and books, and conducts workshops for teachers and computer-programming contests for students in grades 7-12.

Curriculum

Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314. (703) 549-9110.

Promotes balanced curriculums that ensure equal and quality educational programs for all students. Publishes *Educational Leadership,* issued monthly October-May: subscription included in membership; single copy, $3. Also publishes books, produces filmstrips and videotapes, and conducts workshops.

Driver Education

American Driver and Traffic Safety Education Association, 123 N. Pitt St., Alexandria, VA 22314. (703) 836-4748.

National association that serves teachers of driving and safety education, K-12. Publishes *Journal of Traffic Safety Education,* issued quarterly: subscription included in membership. Also publishes a newsletter, a curriculum guide, and books. Sponsors an annual conference.

English

National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801. (217) 328-3870.

Professional organization designed to improve the teaching of English at all levels. Publishes *Language Arts, English Journal,* and *College English,* journals that are issued eight times a year: subscriptions included in membership, depending on membership category selected. Also publishes other journals, books, and teacher guides. Produces video cassettes for pre- and in-service teacher training. Offers a limited number of grants-in-aid to encourage research and experimentation in English teaching. Sponsors workshops at two annual conventions.

Environmental Education

American Society for Environmental Education, 58 Main St., Box R, Durham, NH 03824. (603) 868-5700.

Nonprofit organization seeking to educate teachers and the public about environmental issues. Publishes *The Environmental Education Report,* issued bimonthly: subscription, $25. Offers summer institutes.

Keep America Beautiful, Inc., 99 Park Ave., New York, NY 10016. (212) 682-4564.

Nonprofit public service organization designed to stimulate individual and community involvement in litter reduction. Publishes the *CCS Bulletin,* a bimonthly newsletter: single copies, free. Also publishes pamphlets; posters; and *Waste in Place,* a multidisciplinary K-6 curriculum ($40). Distributes audiovisual materials, and conducts regional workshops.

National Wildlife Federation, 1412 16th St., N.W., Washington, DC 20036. (202) 797-6800.

Organization dedicated to informing the public, Congress, students, and

teachers about the conservation of natural resources. Publishes *Ranger Rick's Nature Magazine*, issued monthly; *National Wildlife Magazine*, issued bimonthly; and *International Wildlife Magazine*, issued bimonthly: subscriptions included in membership, depending on membership category selected. Also publishes curriculum guides and books, produces filmstrips, and offers one-year grants of up to $4,000.

Guidance

American Personnel and Guidance Association, 2 Skyline Pl., Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. (703) 820-4700.

Nonprofit association serving members of the counseling professions. Publishes *Elementary School Guidance and Counseling Journal*, issued four times a year: subscription, $14; and *School Counselor Journal*, issued five times a year: subscription, $17.50. Also publishes a newsletter and books; produces films; offers an annual convention, regional workshops, and a career-placement service.

Health of Students

Al-Anon Family Group Headquarters, Inc., 1 Park Ave., New York, NY 10016. (212) 481-6565.

Nonprofit fellowship organization offering a self-help recovery program to families and friends of problem drinkers. Publishes *The Forum*, issued monthly: subscription, $5. Also publishes books and pamphlets, and issues cassette tapes. Local groups distribute free materials to schools.

American Diabetes Association, Inc., 2 Park Ave., New York, NY 10016. (212) 683-7444.

Voluntary health organization designed to promote understanding of diabetes. Publishes *Diabetes Forecast*, issued bimonthly: subscription, $6; single copy, $1. Also issues journals, a curriculum guide, books, and films.

The Arthritis Foundation, 3400 Peachtree Rd., N.E., Atlanta, GA 30326. (404) 266-0795.

Voluntary health organization that supports scientific research and public education programs. Publishes *Arthritis News*, a quarterly newspaper, free. Also publishes a journal and brochures, and distributes films.

Asthma and Allergy Foundation of America, 9604 Wisconsin Ave., Bethesda, MD 20814. (301) 530-4330.

National voluntary foundation committed to health promotion and disease control on behalf of more than 35 million Americans afflicted with asthma and allergic reactions. Publishes *In Touch*, issued quarterly: subscription, $4. Also publishes books, curriculum guides, and brochures. Distributes films and offers speakers' bureau.

Cancer Information Clearinghouse, OCC-NCI, Bldg. 31, Rm. 10A18, Bethesda, MD 20205. (301) 496-4070.

Information dissemination center of the National Cancer Institute, the federal agency devoted to cancer research. Collects and produces educational materials on cancer. Serves as a referral service for other information sources. Publishes free annotated bibliographies (e.g., "Smoking and Health, School Edition" and "Skin Cancer Education Materials").

The Candlelighters Foundation, Suite 1011, 2025 Eye St., N.W., Washington, DC 20006. (202) 659-5136.

Educational arm of more than 155 self-help groups of parents of children with cancer and of the professionals who serve them. Identifies and develops solutions to the problems of living with and treating childhood cancer. Publishes *The Candlelighters Foundation Quarterly Newsletter* and the *Candlelighters Foundation Teen Newsletter*, both free. Also publishes handbooks. Local chapters offer speakers to school groups.

Howard University Center for Sickle Cell Disease, 2121 Georgia Ave., N.W., Washington, DC 20059. (202) 636-7930.

Comprehensive sickle-cell center serving more than 350 pediatric and adult patients. Offers testing, counseling, education, and research programs. Publishes *Center for Sickle Cell Disease Newsletter*, a quarterly, free. Also publishes books and pamphlets; conducts monthly scientific seminars and an annual conference that offers continuing education credits.

Juvenile Diabetes Foundation International, 23 E. 26th St., New York, NY 10010. (212) 889-7575.

Nonprofit voluntary agency whose primary objectives are to support and fund research aimed at preventing diabetic complications and to find a cure for diabetes. Publishes a quarterly, *Dimensions in Diabetes:* subscription included in membership. Also publishes pamphlets, produces audiovisual materials, and offers fellowships and seminars through some local chapters.

National Jewish Hospital/National Asthma Center, 3800 E. Colfax Ave., Denver, CO 80206. (303) 388-4461.

Nonprofit, nonsectarian medical center that conducts research concerning, provides education about, and treats victims of chronic respiratory and immunologic disorders. Publishes a quarterly newsletter, *New Directions*: sent to those who contribute $3 or more per year. Also publishes brochures (free if requested in reasonable quantities) and conducts workshops for educators.

National Multiple Sclerosis Society, 205 E. 42nd St., New York, NY 10017. (212) 986-3240.

Organization that provides funding for several types of programs—research, rehabilitative and psychosocial, and public and professional educational—all related to multiple sclerosis. Publishes two quarterlies, *MS Messenger* and *MS Patient Service News:* subscriptions to both included in membership. Also publishes books and curriculum guides, produces films, and sponsors educational programs.

National Sickle Cell Disease Program, National Institutes of Health, Federal Bldg., 7550 Wisconsin Ave., Bethesda, MD 20205. (301) 496-6931.

Program offering assistance with activities relating to sickle cell disease. Disseminates information and demographics exhibits. Publishes curriculum guides, produces films and cassettes for loan, and offers seminars and workshops.

United Cerebral Palsy Associations, Inc., 66 E. 34th St., New York, NY 10016. (212) 481-6300.

Nationwide network of some 250 agencies that furnish services to disabled persons and conduct public education programs. Publishes *UCPeople, Etc.*, a bimonthly newsletter, free. Also publishes books and distributes films.

Home Economics

Center for Science in the Public Interest, 1755 S St., N.W., Washington, DC 20009. (202) 332-9110.

Nonprofit organization that provides the public with information on food and health science. Publishes *Nutrition Action*, issued 10 times a year: subscription included in membership. Also publishes books, pamphlets, and

other educational materials.

Consumer Information Center, Pueblo, CO 81009. (202) 566-1794.

Information center of the federal agency, the General Services Administration. Works to increase public access to consumer information. Distributes the *Consumer Information Catalog,* a quarterly listing of more than 200 free or low-cost government consumer publications: bulk copies free to schools.

Future Homemakers of America, 1910 Association Drive, Reston, VA 22091.

Nonprofit organization for home economics students through grade 12. Publishes *Teen Times,* issued quarterly: subscription, $4. Also produces films. Holds an annual conference for teachers, and offers seminars and workshops.

Home Economics Education Association, 1201 16th St., N.W., Washington, DC 20036. (202) 822-7844.

Nongovernance affiliate of NEA that works to improve the quality and broaden the scope of home economics education. Publishes a quarterly newsletter, monographs, and books.

Home-School Cooperation

Home and School Institute, Inc., c/o Trinity College, Washington, DC 20017. (202) 466-3633.

Nonprofit national service organization that develops programs and materials to help build home/school/community partnership in education. Publishes educational materials for educators and for families. Conducts on-site training programs for professionals, engages in research, and designs demonstration projects.

Languages

American Association of Teachers of French, 57 E. Armory Ave., Champaign, IL 61820. (217) 333-2842.

Organization aiming to represent the French language in North America and to encourage the dissemination, both in the schools and among the general public, of knowledge about all aspects of the culture and civilization of the French-speaking world. Publishes *French Review,* issued six times a year; and *AATF National Bulletin,* issued four times a year: subscriptions included in membership. Offers some teaching aids, summer scholarships abroad for members, and a summer seminar for teachers of French.

American Association of Teachers of German, Inc., Bldg. 523, Suite 201, Rt. 38, Cherry Hill, NJ 08034. (609) 663-5264.

Organization whose purposes are to advance and improve the teaching of the language, literatures, and cultures of the German-speaking countries. Publishes the *AATG Newsletter, The German Quarterly,* and *Die Unterrichtspraxis:* subscriptions included in membership. Also publishes booklets, lends some films and teacher aids, awards scholarships, holds workshops, sponsors a student organization, and provides a placement service.

American Association of Teachers of Spanish and Portuguese, Holy Cross College, Worcester, MA 01610. (617) 832-3779.

Educational association fostering the study of the Spanish and Portuguese languages, literatures, and cultures in the U.S. and Canada. Publishes *Hispania,* issued quarterly: subscription included in membership; nonmembers, $15 this year, $20 as of 1983. Also offers workshops, pen pal agency, high school honor society, and placement service.

American Council on the Teaching of Foreign Languages, Inc., 385 Warburton Ave., Hastings-on-Hudson, NY 10706. (914) 478-2011.

National professional association dedicated to the teaching and learning of all second languages at all levels of instruction. Publishes *Foreign Language Annals,* issued six times a year: subscription included in membership. Also publishes curriculum guides and tapes, and offers workshops at the annual meeting.

Modern Language Association of America, 62 5th Ave., New York, NY 10011. (212) 741-5588.

Nonprofit association of teachers and scholars of languages and literatures (including English), who are based primarily in colleges and universities. Publishes *PMLA,* issued six times a year; *Profession,* issued annually; and *MLA Newsletter,* issued four times a year: subscriptions included in membership. Also publishes books, and offers placement services.

National Association for Bilingual Education, 1201 16th St., N.W., Rm. 405, Washington, DC 20036. (202) 822-7870.

Professional organization representing teachers and others interested in bilingual education. Publishes *NABE Journal,* issued three times a year, and *NABE News* issued five times a year: subscriptions included in membership. Also publishes conference proceedings, and provides consultations, position papers, and legislative updates.

Teachers of English to Speakers of Other Languages, 202 D.C. Transit Bldg., Georgetown University, Washington, DC 20057. (202) 625-4569.

Nonprofit professional membership organization whose purposes are to promote scholarship, disseminate information, strengthen at all levels instruction and research in the teaching of English to speakers of other languages or dialects, and cooperate in appropriate ways with other groups having similar concerns. Publishes *TESOL Quarterly,* issued four times a year, and *TESOL Newsletter,* issued six times a year: subscriptions included in membership. Also publishes books and some free pamphlets. Offers fellowships to its convention and summer institute.

Materials

Educational Products Information Exchange Institute (EPIE Institute), P.O. Box 620, Stony Brook, NY 11790. (516) 246-8664.

Consumer's agency for educational materials and equipment, including microcomputer courseware and hardware. Publishes *EPIEgram: Materials* and *EPIEgram: Equipment,* both issued nine times a year; and *EPIE Report/Materials* and *EPIE Report/Equipment,* both issued annually: subscriptions included in membership, depending on membership category selected. Offers workshops and seminars on the selection of instructional materials and microcomputer courseware.

Mathematics

National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091. (703) 620-9840.

Professional organization of teachers dedicated to the improvement of classroom instruction in mathematics at all levels. Publishes *Arithmetic Teacher* and *Mathematics Teacher,* issued monthly September-May: subscription to one or both included in different categories of membership; *NCTM News Bulletin,* issued five times a year: subscription included in membership; *Journal for Research in Mathematics Edu-*

cation, issued five times a year: subscription, $12 for members, $15 for nonmembers. Also publishes books, maintains a teacher/learning center, and offers workshops at its annual convention.

Media

Action for Children's Television, 46 Austin St., Newtonville, MA 02160. (617) 527-7870.

Nonprofit consumer organization working to encourage diversity and eliminate commercial abuses from children's television by securing legal reforms and increasing public awareness. Publishes *re:act*, issued twice a year: subscription included in membership; nonmembers, $15. Also publishes books, films, posters, and games. Offers internships to students.

Agency for Instructional Television, Box A, Bloomington, IN 47402. (812) 339-2203.

Nonprofit American-Canadian organization seeking to strengthen education through television and other technologies. Publishes *AIT Newsletter*, issued four times a year: subscription free to educational broadcasters, educators, and other interested persons. Also publishes curriculum guides, books, films, and videotapes.

Association for Educational Communications and Technology, 1126 16th St., N.W., Washington, DC 20036. (202) 466-4780.

Professional organization for people concerned with the use of media and communications technology in instruction. Publishes *Instructional Innovator*, issued eight times a year: subscription included in most memberships; otherwise, $24; *ECT Network*, issued bimonthly: subscription included in membership; *Journal of Instructional Development* and *Educational Communications and Technology Journal*, both issued quarterly: subscriptions, $24 a year. Also publishes books and filmstrips, offers scholarships, and conducts workshops at its annual conference.

National Council for Children and Television, 20 Nassau St., Suite 215, Princeton, NJ 08540. (609) 921-3639.

Organization of individuals and groups concerned with the developmental needs of children in relation to television. Publishes *Television & Children*, issued quarterly: subscription, $16. Also sponsors symposium on the social effects of TV.

Physical Education

American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Dr., Reston, VA 22091. (703) 476-3400.

Nonprofit membership organization for educators. Publishes *Journal of Physical Education, Recreation and Dance*, issued nine times a year; *Health Education*, issued six times a year; *Research Quarterly for Exercise and Sport*: subscriptions included in membership, depending on membership category selected. Also publishes a newspaper and books; produces films; and offers workshops, internships, and a placement service.

Reading

International Reading Association, P.O. Box 8139, Newark, DE 19711. (302) 731-1600.

Professional membership organization dedicated to improving instruction in reading, promoting the reading habit, and developing literacy. Publishes *The Reading Teacher*, issued monthly October-May: subscription, $25; *Journal of Reading*, issued monthly October-May: subscription, $25; *Reading Research Quarterly*: subscription, $25; *Lectura y Vida*, issued quarterly: subscription, $25. Also publishes books and holds seminars.

Research

Educational Resources Information Center (ERIC), National Institute of Education, 1200 19th St., N.W., Washington, DC 20208. (202) 254-5500.

Nationwide information system that disseminates education research results and materials designed for teachers through clearinghouses across the country. Publishes *Resources in Education*, issued monthly: subscription, $70; *Current Index to Journals in Education*, issued monthly: subscription, $26.15; *Thesaurus of ERIC Descriptors*, issued biennially: price, $25.15. Also publishes curriculum guides and reproduces documents on microfiche or paper; produces magnetic tapes of the database as well as filmstrips and videotapes. Offers workshops.

Science

American Association of Physics Teachers, Graduate Physics Building, SUNY, Stony Brook, NY 11794. (516) 246-6840.

Nonprofit association that provides a forum for communication among high school and college physics teachers, and provides professional services to members. Publishes the *American Journal of Physics*, a monthly archival journal: subscription included in membership; nonmembers, $60; *The Physics Teacher*, a magazine for teachers of introductory physics, issued nine times a year: subscription included in membership; nonmembers, $30. Also publishes a newsletter and reports of curriculum conferences, and offers workshops and symposiums at two annual meetings.

American Chemical Society, 1155 16th St., N.W., Washington, DC 20036. (202) 872-4600.

Nonprofit scientific association of chemical scientists that promotes the advancement of chemistry; encourages research in chemical science and industry; improves qualifications and usefulness of chemists through high standards of professional ethics, education, and attainments; and promotes the increase and diffusion of chemical knowledge. Publishes *Journal of Chemical Education* monthly: subscription: $15 (write to *The Journal*, Subscription, Fulfillment Dept., 20th and Northampton Sts., Easton, PA 18042); *Chemical & Engineering News*, a weekly newsletter: subscription included in membership; nonmembers, $30. Also publishes books and produces cassette tapes, and offers courses for high school teachers and undergraduate chemistry students.

American Society for Aerospace Education, 1750 Pennsylvania Ave., N.W., Suite 1303, Washington, DC 20006. (202) 347-5187.

Nonprofit organization dedicated to promoting and supporting aviation and space education at all levels of learning. Publishes *AVIATION/SPACE (The Journal of Aerospace Education)*, issued bimonthly: subscription included in membership. Also publishes books, produces films, and sponsors conferences.

Junior Engineering Technical Society, 345 E. 47th St., New York, NY 10017. (212) 705-7690.

Nonprofit organization to promote interest in engineering, science, and technology in high schools through chapter activitities, which include competitions, design contests, and aptitude testing. Publishes *JETS Report*, a newsletter issued monthly September-May: subscription for club members, $2; for members-at-large, $4. Also

produces curriculum guides.

National Association of Biology Teachers, 11250 Roger Bacon Dr., #19, Reston, VA 22090. (703) 471-1134.

Nonprofit association devoted to the concerns of biology teachers at all levels. Publishes *The American Biology Teacher*, issued monthly September-May: subscription included in membership; nonmembers, $30. Also publishes books and rents videotapes. Offers courses for credit at its national convention and one-day workshops at various cities.

National Executive Committee for Guidance, c/o Accreditation Board for Engineering and Technology, 345 E. 47th St., New York, NY 10017 (212) 705-7690.

Nonprofit organization of representatives from five engineering societies that act as a policy committee to establish and review engineering guidance activities. Publishes *ENGINEERING* 19xx* annually and distributes it to every U.S. secondary school, single copies, 75¢. Also publishes booklets, pamphlets, and brochures.

National Science Teachers Association, 1742 Connecticut Ave., N.W., Washington, DC 20009. (202) 328-5850.

Nonprofit association devoted to teaching of science at all instructional levels. Central purpose is improvement and encouragement of science education for all students. Publishes *Science and Children*, a magazine for elementary teachers issued eight times a year; *The Science Teacher*, a magazine for secondary teachers issued nine times a year; *The Journal of College Science Teaching*, a magazine for college teachers issued six times a year: subscriptions included in membership, depending on membership category selected. Also publishes newsletters, curriculum guides, and books, and offers courses in conjunction with area and national conventions.

Social Studies

The Association for the Study of Afro-American Life and History, 1401 14th St., N.W., Washington, DC 20005. (202) 667-2822.

Organization for the promotion of Afro-American history in the U.S. and abroad. Publishes two quarterlies, *Negro History Bulletin* and *Journal of Negro History*: subscriptions included in membership; individual copies, $4.50 and $6.50, respectively. Also publishes books of interest to educators.

Center for Information on America, P.O. Box 276, Washington, CT 06793. (203) 868-2602.

Nonprofit organization dedicated to furthering public understanding of U.S.'s self-governing process. Publishes several series of pamphlets. Main one is *Vital Issues*, published 10 times a year: subscription, $6; single copy, 80¢.

Foreign Policy Association, 205 Lexington Ave., New York, NY 10016. (212) 481-8450.

Nonpartisan, nongovernmental organization that prepares publications on world affairs for secondary schools, colleges, and adult readers, and sponsors meetings with national and world leaders. Publishes *Great Decisions*, a 96-page annual, $6; *Headline Series*, bimonthly: subscription, $12; single copy, $3. Also publishes special reports on world issues in the news.

Institute of International Education, Communications Division, 809 UN Plaza, New York, NY 10017. (212) 883-8200.

Nonprofit international organization that manages programs, including the predoctoral Fulbrights, that assist 8,000 persons each year through fellowships and grants. Conducts contribution-supported services, such as an information clearinghouse. Publishes *World Higher Education Communique*, a quarterly that covers events in international education and exchange: subscription, $16. Also publishes books.

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036. (212) 582-5150.

Independent, nonprofit, nonpartisan organization that promotes economic education in the nation's schools. Works principally through a network of 50 State Councils and 228 Centers for Economic Education on college and university campuses. Publishes curriculum guides and other teaching materials. Also publishes *UPDATE*, a general newsletter issued three times a year, free; and *CONECTIONS*, a consumer-education newsletter issued twice a year, free. Write for free catalog of materials.

National Committee for World Food Day, 1776 F St., N.W., Washington, DC 20437. (202) 376-2306.

Nonprofit association of some 250 nongovernmental organizations, including NEA, that work together to promote the observance of UN World Food Day on October 16. Provides information and resources (prepared by others) on ways to observe World Food Day.

National Council for the Social Studies, 3615 Wisconsin Ave., N.W., Washington, DC 20016. (202) 966-7840.

Nonprofit organization designed to serve needs of social studies educators at all levels. Publishes *Social Education*, issued seven times a year: subscription included in membership; nonmembers, $35. Also publishes a newsletter, books, and curriculum guides. Sponsors regional and state conventions and an annual convention.

National Council on Religion and Public Education, 1300 Oread, Lawrence, KS 66045. (913) 843-7257.

Forum for organizations and institutions concerned with ways of studying religion that are educationally appropriate and constitutionally acceptable. Publishes *NCRPE Bulletin*, issued three or four times a year, free. Also sponsors teacher-training conferences and consultations.

National Public Radio—Publishing Department, 2025 M St., N.W., Washington, DC 20036. (202) 822-2670.

Publicly supported broadcasting system. Publishes *Cassette Gazette*, a monthly newsletter: subscription (and free Audio Sampler sound sheet), $12. Produces audio cassettes and audio/print modules in a wide range of fields for use in secondary, postsecondary, and adult education. Write for free catalog.

National Women's History Week Project, P.O. Box 3716, Santa Rosa, CA 95402. (707) 526-5974.

Nonprofit corporation that promotes National Women's History Week in classrooms and communities in the United States. Publishes annually *National Women's History Week Curriculum Guide* for grades 1-12, $6.50. Also distributes other teaching materials.

Public Affairs Committee, Inc., 381 Park Ave. South, New York, NY 10016. (212) 683-4331.

Nonprofit organization that publishes *Public Affairs Pamphlets* written for the general public on social and economic issues: subscription, 15 issues, $6.75; single copies, 50¢; quantity rates start at 10 copies.

Social Science Education Consor-

tium, Inc., Educational Resources Center, 855 Broadway, Boulder, CO 80302. (303) 492-8154.

Nonprofit organization that attempts to improve social science instruction at all levels; to serve as a link between social scientists and educators; to spread information about trends, materials, and instructional methods; and to help educators identify, select, and use new programs, methods, and materials. Publishes *Keeping Up*, a newsletter distributed free four times a year. Also publishes books and multimedia kits. Write for free brochures on materials and services.

Student Press Law Center, Inc., 917 G Pl., N.W., Washington, DC 20001. (202) 347-7154.

Nonprofit national organization that provides legal advice and representation to student journalists and faculty advisers at high school and college levels who are having legal problems with student publications. Publishes Student Press Law Center *Report* monthly, October through June: subscription, $15 (student rate, $7.50). Also offers internships to student journalists.

World Religions Curriculum Development Center, 6425 W. 33rd St., St. Louis Park, MN 55426. (612) 925-4300 (ext. 278).

Designed model high school curriculum for teaching about religious traditions of the U.S. and the world, which the National Diffusion Network disseminates. Publishes teacher guides and paperback books, and produces filmstrips. Conducts awareness sessions and training workshops on teaching about religions.

Special Education

Alexander Graham Bell Association for the Deaf, 3417 Volta Pl., N.W., Washington, DC 20007. (202) 337-5220 voice or TT4.

Organization of hearing-impaired persons, parents of the hearing-impaired, and educators of and other professionals interested in the hearing-impaired. Promotes the use of speech and lipreading by hearing-impaired children and adults to encourage their active participation in their communities. Publishes *The Volta Review*, a journal issued seven times a year: subscription included in membership. Also publishes textbooks and video cassettes aimed at teachers and parents of the hearing-impaired.

Association for Children and Adults with Learning Disabilities, 4156 Library Rd., Pittsburgh, PA 15234. (412) 341-1515.

Nonprofit, basically volunteer organization whose board of directors consists primarily of parents of the learning disabled. Publishes *ACLD Newsbriefs*, a bimonthly: subscription included in membership; nonmembers, $4.50. Offers a buying service for more than 500 current publications on learning disabilities from many sources.

Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091. (703) 620-3660.

Association with local chapters throughout the U.S. and Canada for special educators and others who work with handicapped and gifted children. Publishes *Teaching Exceptional Children*, issued quarterly, and *Exceptional Children*, issued six times a year: subscriptions included in membership; nonmembers, $15 and $25, respectively. Also publishes curriculum guides, books, and audiovisual materials, plus learning materials in language and mathematics for parents to use at home with their children.

Vocational/Career Education

American Industrial Arts Association, 1914 Association Dr., Reston, VA 22091. (703) 860-2100.

Nonprofit organization for teachers and other educators in industrial arts and career education. Publishes *Man Society Technology*, a journal issued eight times a year: subscription included in membership; nonmembers, $20. Also publishes books and video cassettes, and sponsors conferences.

American Vocational Association, Inc., 2020 N. 14th St., Arlington, VA 22201. (703) 522-6121.

Professional organization designed to help vocational educators and institutions provide effective programs of education for work. Publishes *Voc Ed*, a magazine issued eight times a year: subscription included in membership; nonmembers, $20; and *Update*, a newspaper issued six times a year: subscription included in membership; nonmembers, $6. Also publishes curriculum guides, a yearbook, and monographs on current issues. Offers seminars and workshops.

Distributive Education Clubs of America, 1908 Association Dr., Reston, VA 22091. (703) 860-5000.

Organization for secondary and postsecondary students in marketing and distributive education. Publishes *New Dimensions*, a quarterly newspaper for student members. Provides assistance to teacher advisers.

Future Business Leaders of America—Phi Beta Lambda, Inc., 1908 Association Dr., Reston, VA 22091. (703) 860-3334.

Organization of secondary and postsecondary students pursuing careers in business or business education. Publishes *Tomorrow's Business Leader*, quarterly: subscription included in student membership. Also publishes newsletters and assistance materials for teacher advisers and local chapters.

Future Farmers of America, National FFA Center, P.O. Box 15160, Alexandria, VA 22309. (703) 360-3600.

Organization for students preparing for careers in agriculture. Publishes *The National Future Farmer*, a magazine, and *Between Issues*, a newsletter, each issued six times a year: subscriptions included in membership. Provides technical assistance to teacher advisers.

Junior Achievement Inc., 550 Summer St., Stamford, CT 06901. (203) 359-2970.

Nonprofit organization that offers school-aged children, through manufacturing projects and curriculum materials, a realistic education in the private enterprise system. Offers programs through some 250 local operating areas, which distribute materials, including copies of *Achiever*, a quarterly magazine for children.

National Association for Industry-Education Cooperation, 235 Hendricks Blvd., Buffalo, NY 14226. (716) 833-6346.

Nonprofit clearinghouse for information on industry-education programs for secondary and postsecondary students. Publishes *NAIEC Newsletter*, bimonthly, and *Journal of Industry-Education Cooperation*, semiannually: subscriptions included in membership; nonmembers, $8 and $5.90, respectively. Also publishes *Teacher's Guide to Industry-Education Cooperation*, bimonthly, $10. Write for free resource list describing handbooks, guides, and other materials.

National Business Education Association, 1914 Association Dr., Reston,

VA 22091. (713) 860-8300.

Membership organization of business educators and college and university students planning to become business educators. Publishes *Business Education Forum*, issued eight times during the school year: available only as part of membership. Also publishes topical yearbooks, other books, and career education materials. Write for publications list.

Vocational Industrial Clubs of America, Inc., P.O. Box 3000, Leesburg, VA 22075. (703) 777-8810.

Nonprofit corporation that enrolls as members students in secondary and postsecondary vocational programs and their teachers. Publishes *VICA Journal*, issued three times during the school year (twice for students, once for teacher advisers): subscription included in membership; nonmembers, $8. Provides technical assistance to teacher members operating VICA clubs.

Young Children

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, DC 20016. (202) 363-6963.

Nonprofit association concerned with well-being of children from birth to preadolescence. Helps members grow in roles as teachers, supervisors, administrators, librarians, parents, and other care givers. Cooperates with other organizations to promote quality educational programs at all levels. Publishes *Childhood Education*, issued five times a year: subscription included in membership. Also publishes a newsletter, bulletins, pamphlets, and books. Sponsors conferences.

The Children's Book Council, Inc., 67 Irving Pl., New York, NY 10003. (212) 254-2666.

Nonprofit trade association of children's book publishers. Aims to promote the reading and enjoyment of children's books. Publishes *The Calendar*, a newsletter issued every eight months: one-time-only handling charge, $10. Also produces books, pamphlets, classroom display materials, and an audiocassette series for in-service teacher training.

Children's Defense Fund, 1520 New Hampshire Ave., N.W., Washington, DC 20036. (202) 483-1470.

National public charity formed to encourage the nation to meet children's survival needs. Publishes *CDF Reports*, a monthly newsletter: subscription, $15. Also publishes booklets and books. Offers free brochure of publications.

Council on Interracial Books for Children, Inc., 1841 Broadway, Rm. 500, New York, NY 10023. (212) 757-5339.

Nonprofit group that promotes the development and use of bias-free children's books and learning materials. Publishes *The Interracial Books for Children BULLETIN*, issued eight times a year: subscription, $10. Also publishes books and curriculum guides, and produces filmstrips. Write for free catalog of materials.

Lollipop Power, P.O. Box 1171, Chapel Hill, NC 27514. (919) 929-4857.

Women's collective that publishes feminist and multiracial children's books. Publishes annually a *Bibliography of Materials on Sexism in Children's Books*, 50¢. Also publishes books. Write for free catalog of materials.

National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009. (202) 232-8777.

Provides educational services and resources for adults who work with and for children from birth through age eight. Publishes *Young Children*, a bimonthly journal: subscription included in membership. Also publishes books, sponsors the Week of the Young Child, and provides services to 240 national affiliates. Sponsors conferences.

Youth Resources

National Commission on Resources for Youth, Inc., 36 W. 44th St., New York, NY 10036. (212) 840-2844.

Encourages "youth participation," i.e., activities in which young people can learn by assuming active roles in school or community. Publishes *Resources for Youth*, a newsletter issued three or four times a year: subscription, $6 first time only. Also publishes books; audiovisual materials; and case studies of some 1,500 participation programs, some of them school-based. Conducts seminars and training workshops.

Youth Travel

American Field Service, 313 E. 43rd St., New York, NY 10017. (212) 661-4550.

Nonprofit international exchange program that arranges school-year and summer homestays abroad for U.S. high school students and in the U.S. for overseas high school students. Operates through local chapters working with faculty advisers and student clubs in participating high schools. Provides local participants with technical assistance. Welcomes requests for information and assistance in forming new chapters. Has newly available for the general public two handbooks on preparing students to go abroad. Write for price list.

American Youth Hostels, Inc., 1332 Eye St., N.W., Suite 800, Washington, DC 20005. (800) 424-9426 or (202) 783-6161.

Nonprofit organization that provides members with inexpensive travel and outdoor recreation through hostels in the U.S. and an inexpensive group travel program in the U.S. and abroad. Publishes annaul *AYH Handbook*, listing hostels in the U.S. Offers short courses for adults in outdoor group leadership and for anyone over 13 in outdoor skills.

Experiment in International Living, Brattleboro, VT 05301. (800) 451-4465 or (802) 257-7751.

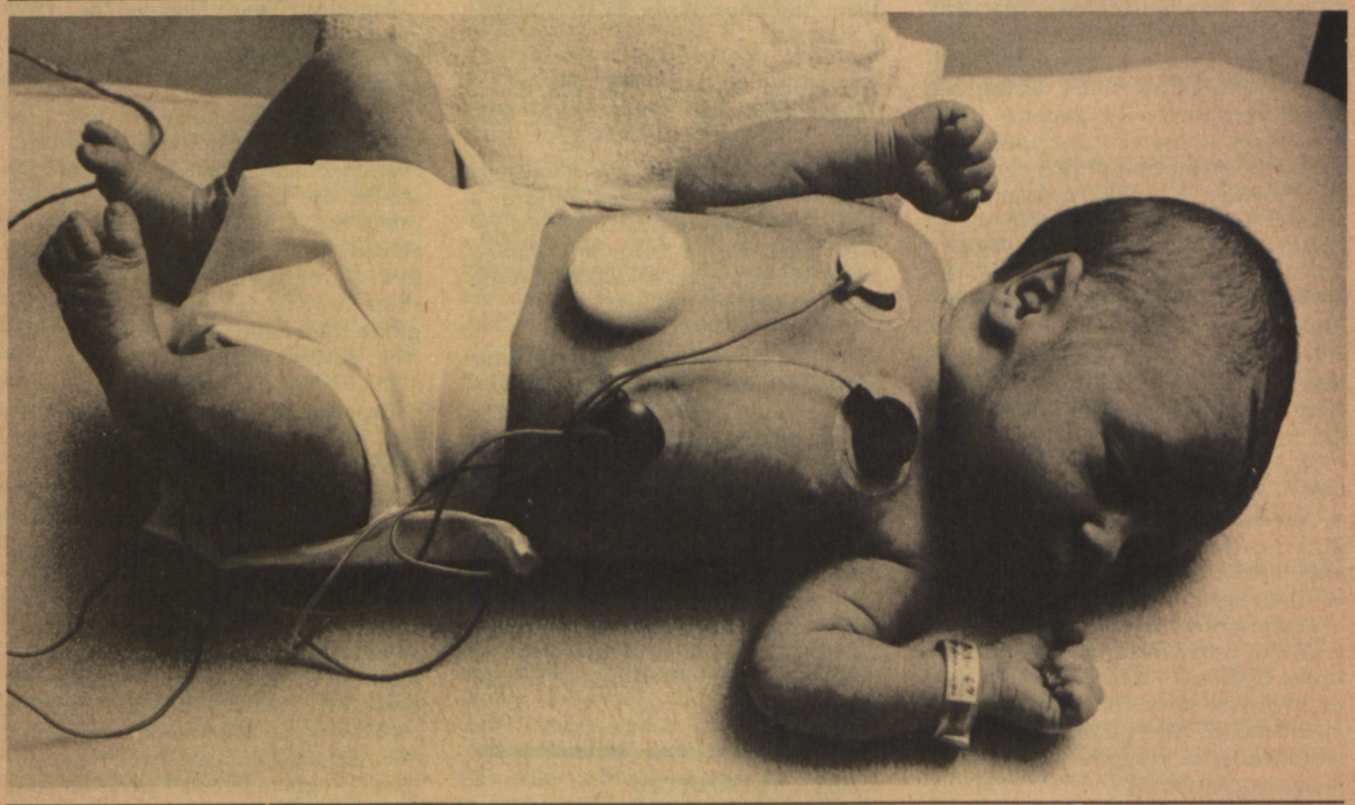
Nonprofit cultural exchange organization that provides home stays overseas in Summer Abroad or Academic Semester Abroad programs for U.S. high school and college students. Also offers Foreign Language Students Abroad Program for foreign language teachers who act as group leaders for their own students. Supplies teacher leaders with materials for students and parents, and arranges "customized" program abroad. Covers all costs and provides small honorarium for teacher leader. Write for free brochure, specifying program of interest.

Women

Women's Educational Equity Act (WEEA) Publishing Center, Education Development Center, 55 Chapel St., Newton, MA 02160. (800) 225-3088 or (617) 969-7100.

Publishes all the print and audiovisual materials funded under the federal Women's Educational Equity Act, which helps women and girls overcome inequities at all levels of the educational system. Offers educational institutions services such as seminars, presentations, display materials. Write for free promotional brochures and spring flyer on new products. □

We want to take heart defects out of the nursery.



It almost breaks your heart to see it. She's two days old and there's a question about a hole in her heart. She's fortunate. Something can be done about it. Each year, 25,000 infants are born with heart defects which can disable them for life.

The American Heart Association is fighting to reduce this form of early death and disability with research, professional and public education, and community service programs.

But more needs to be done.

You can help us save young lives by sending your dollars today to your local Heart Association, listed in your telephone directory.

American Heart Association

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2	12	22	32	42	52	62	72	82	92	102
3	13	23	33	43	53	63	73	83	93	103
4	14	24	34	44	54	64	74	84	94	104
5	15	25	35	45	55	65	75	85	95	105
6	16	26	36	46	56	66	76	86	96	106
7	17	27	37	47	57	67	77	87	97	107
8	18	28	38	48	58	68	78	88	98	108
9	19	29	39	49	59	69	79	89	99	109
10	20	30	40	50	60	70	80	90	100	110

The following information is required:

CLASSIFICATION
Please Check (✓) One

- ☐ 01 A Teacher/Faculty
- ☐ 05 B Counselor
- ☐ 10 C Librarian
- ☐ 15 D Nurse
- ☐ 21 E Ass't. Principal
- ☐ 21 F Principal
- ☐ 30 G Supervisor
- ☐ 36 I Superintendent
- ☐ 50 J Administrator (Higher Ed.)
- ☐ 90K Association Staff
- ☐ 99L Other

LEVEL
Please Check (✓) One

- ☐ 1 M Kindergarten
- ☐ 2N Grades 1-6
- ☐ 3 O Grades 7-12
- ☐ 4 P Junior College
- ☐ 5 Q College/ University
- ☐ 6 R Adult Education
- ☐ 99 S Other

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